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**WESLEYAN**  
UNIVERSITY BULLETIN

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1945



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# ILLINOIS WESLEYAN UNIVERSITY BULLETIN



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# Foreword

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A modern philosopher has written that no American seriously admits having achieved a satisfactory education. With this we agree. It is self-evident that a world at war can be a world only of meager wisdom, of impoverished faith. It has been said further that education, being a human pursuit, reflects in any given time the failings as well as the aspirations of the current civilization. In the passing show of 1945 we hear the constant cry for education to turn back to fundamentals. When we ask what are the fundamentals we receive various answers. A few would have us believe that education is to be found in the study of one hundred books. Some say it is the process of developing the talents of the individual. Others say vaguely it is the acquisition of knowledge, the pursuit of science, the learning how to think, the acquiring of discipline, and the know-how to make a living. It finally becomes obvious that the nostrum of education is usually the projection in a mirror-world of the image of the educator's own desire.

At Illinois Wesleyan in 1945 we believe it is none of these things alone, but truly a measure of all of them. Education must give the individual the know-how, self-expression, learning, wisdom, and faith.

Faced with the anxious queries of youth, increasingly hysterical in time of war: "What shall I do?", "How can I make my living?", "What is best for me?"—the tortured educator is under increasing compulsion to help young people find the answers. The faculty of Illinois Wesleyan, however, not pretending to know the answers, insist that intellectual and educational leaders must constantly seek the solution. On this campus we believe that in a world of technology, with its emphasis on job training, it is easy enough to teach men how to earn a living. Therefore it becomes the solemn duty of the liberal arts college to try to teach men how to live.

# University Calendar

1945-1947

## SPRING QUARTER, 1945

Wednesday, March 21, 8:00 A.M.—Spring Quarter begins  
Wednesday, June 6—Final Examinations begin  
Friday, June 8, 5:00 P.M.—Spring Quarter ends  
Saturday, June 9—Alumni Day  
Sunday, June 10—Baccalaureate Service  
Monday, June 11—Commencement

---

## SUMMER QUARTER, 1945

Monday, June 18, 7:00 A.M.—First Summer Term begins  
Friday, July 27, 5:00 P.M.—First Summer Term ends  
Saturday, July 28—Special Conferring of Degrees  
Monday, July 30, 7:00 A.M.—Second Summer Term begins  
Friday, September 7, 5:00 P.M.—Second Summer Term ends

---

## FALL QUARTER, 1945

Tuesday, September 25, 8:00 A.M.—New Student Week begins  
Friday, September 28—Registration of Freshmen  
Saturday, September 29—Registration of Upperclassmen  
Monday, October 1, 8:00 A.M.—Classes begin  
Friday, Saturday, October 19, 20—Homecoming  
Wednesday, November 21, 12:00 M.—Thanksgiving Recess begins  
Monday, November 26, 8:00 A.M.—Classes resume  
Tuesday, December 18—Final Examinations begin  
Thursday, December 20, 5:00 P.M.—Fall Quarter ends

---

## WINTER QUARTER, 1946

Thursday, January 3, 8:00 A.M.—Winter Quarter begins  
Tuesday, February 12—Founders' Day  
Friday, March 22—Final Examinations begin  
Tuesday, March 26, 5:00 P.M.—Winter Quarter ends

## SPRING QUARTER, 1946

Wednesday, April 3, 8:00 A.M.—Spring Quarter begins  
Wednesday, June 19—Final Examinations begin  
Friday, June 21, 5:00 P.M.—Spring Quarter ends  
Saturday, June 22—Alumni Day  
Sunday, June 23—Baccalaureate Service  
Monday, June 24—Commencement

---

## SUMMER QUARTER, 1946

Monday, July 1, 7:00 A.M.—First Summer Term begins  
Friday, August 9, 5:00 P.M.—First Summer Term ends  
Saturday, August 10—Special Conferring of Degrees  
Monday, August 12, 7:00 A.M.—Second Summer Term begins  
Saturday, September 14, 5:00 P.M.—Second Summer Term ends

---

## FALL QUARTER, 1946

Tuesday, September 24, 8:00 A.M.—New Student Week begins  
Friday, September 27—Registration of Freshmen  
Saturday, September 28—Registration of Upperclassmen  
Monday, September 30, 8:00 A.M.—Classes begin  
Friday, Saturday, October 25, 26—Homecoming  
Wednesday, November 20, 12:00 M.—Thanksgiving Recess begins  
Monday, November 25, 8:00 A.M.—Classes resume  
Wednesday, December 18—Final Examinations begin  
Friday, December 20, 5:00 P.M.—Fall Quarter ends

CALENDAR, 1945-1947

1945							1946														1947													
JULY							JANUARY							JULY							JANUARY													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
1	2	3	4	5	6	7	..	..	1	2	3	4	5	..	1	2	3	4	5	6	..	..	..	1	2	3	4							
8	9	10	11	12	13	14	6	7	8	9	10	11	12	7	8	9	10	11	12	13	5	6	7	8	9	10	11							
15	16	17	18	19	20	21	13	14	15	16	17	18	19	14	15	16	17	18	19	20	12	13	14	15	16	17	18							
22	23	24	25	26	27	28	20	21	22	23	24	25	26	21	22	23	24	25	26	27	19	20	21	22	23	24	25							
29	30	31	..	..	..	..	27	28	29	30	31	..	..	28	29	30	31	..	..	..	26	27	28	29	30	31	..							
AUGUST							FEBRUARY							AUGUST							FEBRUARY													
..	..	..	1	2	3	4	..	..	..	..	1	2	..	..	..	1	2	3	..	..	..	..	..	..	1	2								
5	6	7	8	9	10	11	3	4	5	6	7	8	9	4	5	6	7	8	9	10	2	3	4	5	6	7	8							
12	13	14	15	16	17	18	10	11	12	13	14	15	16	11	12	13	14	15	16	17	9	10	11	12	13	14	15							
19	20	21	22	23	24	25	17	18	19	20	21	22	23	18	19	20	21	22	23	24	16	17	18	19	20	21	22							
26	27	28	29	30	31	..	24	25	26	27	28	..	..	25	26	27	28	29	30	31	23	24	25	26	27	28	..							
SEPTEMBER							MARCH							SEPTEMBER							MARCH													
..	..	..	..	..	..	1	..	..	..	..	1	2	1	2	3	4	5	6	7	..	..	..	..	..	1	2								
2	3	4	5	6	7	8	3	4	5	6	7	8	9	8	9	10	11	12	13	14	2	3	4	5	6	7	8							
9	10	11	12	13	14	15	10	11	12	13	14	15	16	15	16	17	18	19	20	21	9	10	11	12	13	14	15							
16	17	18	19	20	21	22	17	18	19	20	21	22	23	22	23	24	25	26	27	28	16	17	18	19	20	21	22							
23	24	25	26	27	28	29	24	25	26	27	28	29	30	29	30	..	..	..	..	..	23	24	25	26	27	28	29							
30	..	..	..	..	..	..	31	..	..	..	..	..	..	..	..	..	..	..	..	..	30	31	..	..	..	..	..							
OCTOBER							APRIL							OCTOBER							APRIL													
..	1	2	3	4	5	6	..	1	2	3	4	5	6	..	1	2	3	4	5	..	..	1	2	3	4	5								
7	8	9	10	11	12	13	7	8	9	10	11	12	13	6	7	8	9	10	11	12	6	7	8	9	10	11	12							
14	15	16	17	18	19	20	14	15	16	17	18	19	20	13	14	15	16	17	18	19	13	14	15	16	17	18	19							
21	22	23	24	25	26	27	21	22	23	24	25	26	27	20	21	22	23	24	25	26	20	21	22	23	24	25	26							
28	29	30	31	..	..	..	28	29	30	..	..	..	..	27	28	29	30	31	..	..	27	28	29	30	..	..	..							
NOVEMBER							MAY							NOVEMBER							MAY													
..	..	..	..	1	2	3	..	..	..	1	2	3	4	..	..	..	..	1	2	..	..	..	..	1	2	3								
4	5	6	7	8	9	10	5	6	7	8	9	10	11	3	4	5	6	7	8	9	4	5	6	7	8	9	10							
11	12	13	14	15	16	17	12	13	14	15	16	17	18	10	11	12	13	14	15	16	11	12	13	14	15	16	17							
18	19	20	21	22	23	24	19	20	21	22	23	24	25	17	18	19	20	21	22	23	18	19	20	21	22	23	24							
25	26	27	28	29	30	..	26	27	28	29	30	31	..	24	25	26	27	28	29	30	25	26	27	28	29	30	31							
DECEMBER							JUNE							DECEMBER							JUNE													
..	..	..	..	..	..	1	..	..	..	..	..	1	1	2	3	4	5	6	7	1	2	3	4	5	6	7								
2	3	4	5	6	7	8	2	3	4	5	6	7	8	8	9	10	11	12	13	14	8	9	10	11	12	13	14							
9	10	11	12	13	14	15	9	10	11	12	13	14	15	15	16	17	18	19	20	21	15	16	17	18	19	20	21							
16	17	18	19	20	21	22	16	17	18	19	20	21	22	22	23	24	25	26	27	28	22	23	24	25	26	27	28							
23	24	25	26	27	28	29	23	24	25	26	27	28	29	29	30	31	..	..	..	..	29	30	..	..	..	..	..							
30	31	..	..	..	..	..	30	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..							

# The Corporation

The corporate name of the institution is ILLINOIS WESLEYAN UNIVERSITY. The joint Board of Trustees and Official Visitors is at present constituted as follows, the date in connection with each name being that of first election to membership on the Board.

## OFFICERS OF THE BOARD

Ned E. Dolan, B.S., LL.B.	President
J. Stuart Wyatt	Vice President
Louis L. Williams, B.A.	Secretary
J. K. P. Hawks, B.A., M.D.	Treasurer
Oscar G. Hoose, LL.B.	Endowment Treasurer

## TRUSTEES

William E. Shaw, B.A., B.D., D.D., S.T.D., LL.D., *ex-officio*  
President of the University (1939)

### *For the Term Expiring in 1945*

John M. Anthony, B.S., Farmer (1940)	Pleasant Plains
H. M. Bloomer, B.S., B.A., D.D., Minister (1917)	Abingdon
Ned E. Dolan, B.S., LL.B., Business (1921)	Bloomington
Joseph B. Fleming, LL.D., Attorney (1928)	Chicago
J.K.P. Hawks, B.A., M.D., Physician (1921)	Bloomington
C. W. Heyl, LL.B., Attorney (1943)	Peoria
A. W. Hinners, Business (1924)	St. Louis, Mo.
Oscar G. Hoose, LL.B., Attorney (1935)	Bloomington
Garfield D. Merner, Business (1942)	San Francisco, Calif.
Herschel Snavelly, LL.B., Attorney (1918)	Marshall
George H. Thorpe, B.S., D.D., Minister (1919)	Bloomington
William Wilson, LL.B., LL.D., Attorney (1933)	Chicago

### *For the Term Expiring in 1946*

Aaron Brooks, Business (1944)	Bloomington
A. S. Chapman, B.S., D.D., Minister (1916)	Taylorville
†Merle N. English, B.A., D.D., Minister (1917)	Woodstock

† Deceased, February 3, 1945.



Robert W. Gipson, B.A., Insurance (1937) .....	Bloomington
Grover C. Helm, Banker (1934) .....	Bloomington
L. E. Lackland, B. S., Agriculturist (1912) .....	Sycamore
M. C. Nutt, Business (1936) .....	Moline
Carl H. Ozee, Business (1942) .....	Mattoon
C. E. Pettit, B.A., S.T.B., D.D., Minister (1923) .....	Decatur
Benjamin Weir, Publisher (1932) .....	Charleston
O. P. Westervelt, LL.B., Attorney (1937) .....	Peoria
Louis L. Williams, B.A., Attorney (1937) .....	Bloomington

*For the Term Expiring in 1947*

Leslie C. Arends, Member of Congress (1937) .....	Melvin
William R. Bach, LL.B., Attorney (1929) .....	Bloomington
Mrs. Mary Hardtner Blackstock, LL.D. (1932) .....	Springfield
G. Earl Hartenbower, B.S., M.D., Physician (1935) .....	Bloomington
Fred A. Hitch, B.S., L.H.D., Business (1936) .....	Bloomington
J. Ralph Magee, S.T.B., D.D., LL.D., L.H.D., Bishop (1945) ..	Chicago
Hugh S. Magill, B.A., LL.D., Business (1941) .....	Auburn
H. W. McPherson, B.S., S.T.B., D.D., LL.D., Minister (1918),	
	Nashville, Tennessee
L. W. Tuesburg, LL.B., Attorney (1938) .....	Pontiac
J. Stuart Wyatt, Banker (1935) .....	Normal

*Trustee Emeritus*

Cliff Guild, B.S., M.S. (1924) .....	Decatur, Ala.
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OFFICIAL VISITORS

*(Members of the Illinois Conference)*

E. E. Atherton, Ph.B., M.A., D.D. (1944) .....	Bloomington
O. B. Enselman, B.A. (1940) .....	Lincoln
S. A. Guthrie, B.A., D.D. (1923) .....	Jacksonville
A. P. Jordan, B.A., B.D., D.D. (1940) .....	Bloomington
T. B. Lugg, B.A., S.T.B., D.D. (1938) .....	Decatur
Frank Marston, LL.B., D.D. (1941) .....	Jacksonville
W. G. Pulliam, B.A., S.T.B., D.D. (1931) .....	Decatur
Raye Ragan, B.A., B.D., D.D. (1932) .....	Galesburg
L. M. Thompson, B.A., B.S., S.T.B., D.D. (1926) .....	Kewanee
Morgan Williams, B.A., B.D., M.A., D.D. (1940) .....	Kankakee

# Administrative Officers

---

William E. Shaw, S.T.D.....	President of the University
Merrill J. Holmes, D.D.....	Vice President of the University
*Malcolm A. Love, Ph.D.....	Dean of the College of Liberal Arts and Dean of Administration
William T. Beadles, M.A.....	Acting Dean of College of Liberal Arts
Spencer Green, M.Mus.....	Dean of School of Music
Leona Wise Felsted, Ph.D.....	Dean of Women
Robert Hargreaves, Ph.D.....	Director of Graduate Studies, School of Music
Frances Mix, R.N., B.S.....	Director of Nursing Program
Mildred Hunt, Ph.D....	Registrar, and Secretary of Liberal Arts Faculty
Raymond Dooley, M.A.....	Director of Admissions
Barbara Ann Bruntlett, B.S.....	Acting Librarian
Joan Jarrett, B.A.....	Assistant Librarian
Bessie Louise Smith, B.Mus.....	Secretary of Faculty, School of Music
Frederick Lewis Muhl, B.S.....	Director of Athletics

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Lyle Straight, B.S.....	Acting Business Manager
Edith Elliott Kuhn, B.A.....	Alumni Secretary
Velma Arnold, R.N.....	University Nurse
Albert G. Carnine, B.D.....	Field Secretary
R. D. Folkers, B.A.....	Field Secretary
Leon A. Vanderwater.....	Technician, School of Music
Aimee DeMange.....	Secretary to President
Lenore Metcalf.....	Secretary to Vice President
Alice Ward.....	Secretary, School of Music
Polly Turner.....	Secretary to Dean of Women
Dorothy Hicks, B.Ed.....	Secretary, Admissions Office
Clara DeMotte Munce, B.S.....	Treasurer, Women's University Guild

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\* On leave of absence for military service.

# The Faculty

*Names are in order of seniority within ranks. In case of two dates,  
the first indicates year of appointment to faculty.*

---

## WILLIAM E. SHAW, S.T.D.

B.A., Moore's Hill College; B.D., S.T.D., Garrett Biblical Institute; D.D.,  
Moore's Hill College; LL.D., Union College (Kentucky), Illinois Wesleyan  
University, MacMurray College.

*President of the University* (1939)

1307 Park St., North

## MERRILL J. HOLMES, D.D.

B.A., Simpson College; M.A., Northwestern University; S.T.B., D.D., Garrett  
Biblical Institute; S.T.M., Harvard University; D.D., Simpson College and  
Gammon Theological Seminary.

*Vice President of the University* (1941)

1218 N. East St.

---

## COLLEGE OF LIBERAL ARTS

### PROFESSORS

#### CLIFF GUILD, M.S.

B.S., M.S., Hedding College.

Additional graduate work, University of Chicago

*Professor of Mathematics, Emeritus* (1905) (1940)

*Decatur, Ala.*

---

#### WILLIAM WALLIS, M.A.

B.S., Ohio Wesleyan University; M.A., University of Illinois.

Additional graduate work, University of Illinois.

*Magill Professor of the History and Science of Government, and Professor of  
History* (1921)

1220 N. East St.

#### FRANKLIN SPENCER MORTIMER, Ph.D.

B.S., Penn College; Ph.D., State University of Iowa.

*Chairman of the Division of the Natural Sciences, and*

*Professor of Chemistry* (1921)

1406 Franklin Ave., North

#### RALPH EMERSON BROWNS, M.A.

B.A., M.A., DePauw University; B.D., Garrett Biblical Institute.

Additional graduate work, Northwestern University, Boston University.

*Professor of Philosophy* (1923)

1203 N. Prairie St.

## REGINALD M. CHASE, Ph.D.

B.A., University of Toronto; M.A., Ph.D., University of Chicago.

*Professor of Classical Languages* (1923)

1106 N. East St.

## \*THOMAS F. HARGITT, Ph.D.

B.A., M.A., Ph.D., Indiana University.

*Professor of Physics* (1924)

7 Norbloom Ave., North

## MILDRED HUNT, Ph.D.

B.A., Denison University; M.A., Ph.D., University of Chicago.

*Registrar, and Professor of Mathematics* (1924) (1926)

406 E. Walnut St.

## SAMUEL C. RATCLIFFE, Ph.D.

B.A., University of Mount Allison; M.A., University of Alberta; Ph.D., University of Chicago.

*Acting Chairman of the Division of the Social Sciences, and**Professor of Sociology* (1927)

22 Norbloom Ave., Normal

## †MYRON T. TOWNSEND, Ph.D.

B.S., Bates College; M.S., Ph.D., University of Illinois.

Additional graduate work, Massachusetts Institute of Technology.

*Professor of Biology* (1930)

412 Phoenix Ave., East

## WILLIAM T. BEADLES, M.A., C.L.U.

B.A., Illinois Wesleyan University; M.A., University of Illinois; C.L.U., American College of Life Underwriters.

Additional graduate work, University of Illinois, University of Pennsylvania.

*Acting Dean of the College of Liberal Arts, and Professor of**Economics and Business Administration* (1924) (1931)

409 E. Kelsey St.

## VERA C. SAAR, M.S.

B.S., M.S., University of Colorado.

Additional graduate work, University of Colorado, Iowa State College, University of Minnesota.

*Professor of Home Economics* (1930) (1933)

912 N. Prairie St.

## CONSTANCE FERGUSON, M.A.

B.A., Illinois Wesleyan University; M.A., Middlebury College; Certificat d'etudes francaises, University of Grenoble.

Additional graduate work, University of Lausanne, University of Grenoble,

French School of Middlebury College.

*Professor of French* (1926) (1934)

307 Highland Ave., Normal

## WILLIAM EBEN SCHULTZ, Ph.D.

B.A., Litt.D., Culver-Stockton College; M.A., Ph.D., Yale University.

*Chairman of the Division of the Humanities, and Ida Haslup Goode**Professor of English Literature* (1934)

111 Beecher St., East

\* On leave of absence, fall and winter quarters, 1944-45.

† Deceased, October 20, 1944.

## \*MALCOLM A. LOVE, Ph.D.

B.A., Simpson College; M.A., Ph.D., State University of Iowa.

*Dean of the College of Liberal Arts, and Dean of Administration* (1938)

204 E. Graham St.

## LOWELL B. HAZZARD, Ph.D.

B.A., Ohio Wesleyan University; B.D., D.D., Garrett Biblical Institute; Ph.D., University of Edinburgh.

*Professor of Religion; Fox-Anthony Chair of Religious Education* (1941)

1206 N. Prairie St.

## WAYNE WARDE WANTLAND, Ph.D.

B.S. in Ed., M.A., Ph.D., Northwestern University.

*American Council of Education Fellow, University of Chicago.**Professor of Biology* (1944)

118 Beecher St., East

## ASSOCIATE PROFESSOR

## LEONA WISE FELSTED, Ph.D.

B.S., M.A., Ohio State University; Ph.D., Northwestern University.

*Dean of Women, and Associate Professor of Education* (1936) (1945)

915 N. East St.

## ASSISTANT PROFESSORS

## FREDERICK LEWIS MUHL, B.S.

B.S., University of Illinois.

*Assistant Professor of Mathematics* (1910) (1922) 111 E. Willow St., Normal

## ETHEL E. YOUNG, M.A.

Ph.B., M.A., University of Chicago.

Additional graduate work, Columbia University, University of Chicago, University of London, Sorbonne, McGill University, French Summer School of Middlebury College, University of Colorado, University of Havana.

*Assistant Professor of French and Spanish* (1928)

1106 N. East St.

## MARIAN NIEHAUS, M.A.

B.A., Cornell College; M.A., State University of Iowa.

Additional graduate work, New York University.

*Assistant Professor of Physical Education* (1936)

912 N. Prairie St.

## †GENEVIEVE WHITE, M.A.

B.Ed., Eastern Illinois State Teachers College; M.A., Ohio University.

Additional graduate work, University of Chicago, Bread Loaf School of English at Middlebury College, University of Iowa.

*Assistant Professor of English* (1933) (1938)

6 White Place, North

\* On leave of absence for military service.

† On leave of absence, 1944-45.



LLOYD P. DUDLEY, M.A.

B.A., Wabash College, M.A., University of Southern California.  
*Assistant Professor of Speech* (1944) 502 University Ave., East

ROBERT H. MOORE, Ph.D.

B.A., Marietta College, M.A., Ph.D., Ohio State University.  
*Assistant Professor of Education and English* (1944) 1204 Fell Ave., North

### INSTRUCTORS

\*† GERTRUDE BOHRER HOOTON, B.A.

B.A., University of Wisconsin.  
 Further study, University of Pittsburgh.  
*Instructor in Secretarial Practice* (1941) 909 N. McLean St.

RAYMOND DOOLEY, M.A.

B.A., Illinois Wesleyan University, M.A., Harvard University.  
*Director of Admissions, and Instructor in Psychology* (1943)  
 614 E. Walnut St.

OLIVER R. LUERSSSEN, M.B.A.

B.A., M.B.A., University of Chicago.  
 Additional graduate work, University of Chicago.  
*Instructor in Economics and Business Administration* (1944) 1002 N. East St.

\*MILTON B. COOK, B.Ed.

B.Ed., Southern Illinois State Normal University.  
*Instructor in English* (1944) 708 W. Jackson St.

VEDA LEONARD TOWNSEND, M.A.

B.A., M.A., University of Illinois.  
 Additional graduate work, University of Illinois.  
*Instructor in Biology* (1944) 412 Phoenix Ave., East

MELVIN C. BREWER, B.S.

B.S., University of Illinois.  
 Graduate work, Columbia University, University of Illinois.  
*Instructor in Physical Education* (1944) 606 E. Washington St.

### SPECIAL INSTRUCTORS IN SUMMER SESSION

1944

VIRGINIA FAIRFIELD, M.A.

Ph.B., M.A., University of Chicago.  
 Additional graduate work, Spanish School of Middlebury College, University of  
 Colorado, Illinois State Normal University.  
*Instructor in Spanish*

\* First quarter only.

† Deceased, February 2, 1945.

## EFFIE HOWARTH SUTTON, M.A.

B.A., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Northwestern University. Additional graduate work, University of Southern California, University of Wisconsin, University of Chicago.

*Instructor in English*

## SCHOOL OF MUSIC

## PROFESSORS

## EDMUND MUNGER, M.Mus.

Ph.B., Brown University; M.Mus., Illinois College.

Piano pupil of Howard Pierce, Dayton, O.; Jedliczka, Schnabel, and Gabrilowitsch, Berlin; Leschetizky, Vienna.

*Professor of Piano, Emeritus* (1924) (1937)

Xenia, Ohio

## BESSIE LOUISE SMITH, B.Mus.

B.Mus., American Conservatory of Music.

Further study, piano pupil of Edgar Nelson, Howard Wells, Glenn Dillard Gunn, and Godowsky, Chicago; theory pupil of Weidig, Chicago; Harvard University.

*Professor of Musical Theory and Piano* (1922) (1923) 618 E. Walnut St.

## VIRGINIA A. HUSTED, M.Mus.

B.A., Illinois Wesleyan University; M.Mus., American Conservatory of Music.

Further study, 'cello pupil of Hans Hess and Lois Bichl, Chicago; theory pupil of Jeanne Boyd and John Palmer, Chicago.

*Professor of Violoncello* (1930)

703 E. Walnut St.

## SPENCER GREEN, M.Mus.

B.Mus., Illinois Wesleyan University; M.Mus., Bush Conservatory.

Further study with Harold Hurlbut, Los Angeles; University of Southern California.

*Dean of the School of Music, and Professor of Music* (1931) (1939)

407 E. Chestnut St.

## \*EDWARD PREODOR, B.Mus.

Viola scholarship, Curtis Institute; B.Mus. (with high honors), Eastman School of Music, University of Rochester; Artist Diploma in Violin, Eastman School of Music.

*Professor of Violin* (1939)

812 W. Washington St.

\* On leave of absence for military service.

## ROBERT HARGREAVES, Ph.D.

B.A. in Music, Albion College; M.Mus., Ph.D. in Music, Eastman School of Music, University of Rochester.

*Director of Graduate Studies, Professor of Music Education, and Director of University Orchestras* (1941)  
301 E. Grove St.

## BYRON B. WYMAN, M.Mus.

B.E. in Music, Northern Illinois State Teachers College; B.S. in Music, University of Illinois; M.Mus., Illinois Wesleyan University.

Further study, Bush Conservatory, Chicago Musical College, American Conservatory; Theory and Arranging with Walter Dellers and Leo Sowerby.

*Professor of Wind Instruments and Director of University Band* (1941)

1301 Park St., North

## GEORGE L. SCOTT, M.Mus.

Organ study at New England Conservatory with Homer Humphrey, and French Horn with George Wendler. B.Mus., St. Louis Institute of Music; M.Mus., University of Michigan. Theory with Weinberg, Counterpoint with Kroeger, Kessler and Saar.

Further study at University of Michigan with Palmer Christian and Arthur Poister. Composition with Ernest Krenek and Eric Delamarter.

*Professor of Organ* (1942)

1002 N. East St.

## HERBERT BUTLER

Graduate, Royal High School of Music, Berlin, Germany.

Concertmaster of Royal Symphonie Orchestra under Joseph Joachim. Violin study, Gustave Hollaender, Joseph Joachim. Theory and Composition, Henrich von Hertzogenberg. Piano, Wilhelm Jacobson.

*Acting Professor of Violin* (1943)

1207 N. Clinton Blvd.

## RUSSELL HOLLIGER, B.Mus.

B.Mus. (cum laude), University of Southern California.

Further study at Bush Conservatory, American Conservatory, Juilliard School of Music, and University of Colorado. Extensive radio work in Cleveland, Detroit, Akron, Dallas, Houston and Denver. Oratorio, opera, and concert appearances in Houston, Los Angeles and New York.

*Professor of Voice* (1943)

1408 N. Main St.

## KENNETH BRADLEY LOOMIS, M.A.

Ph.B., University of Toledo; M.A., State University of Iowa.

Special study, Art Students' League, New York; Art Institute of Chicago; National Academy of Design, New York; Beaux Arts Institute of Design, New York. Further study in Rome and Florence.

*Professor of Art* (1944)

915 N. Main St.

## CHESTER BARRIS, B.S.

B.S. (Education and Music), College of the City of New York.

Further study with Ernest Hutcheson, Josef Lhevinne, Mme. Sina Lichtmann,

Deems Taylor, Daniel Gregory Mason, Seth Bingham, and Franklin Robinson.  
*Professor of Piano* (1944) 305 Virginia Ave., Normal

### ASSOCIATE PROFESSORS

#### LUCY BRANDICON, B.Mus.

B.Mus., American Conservatory of Music.

Further study, piano pupil of M. Jeannette Loudon, Earl Blair, Victor Garwood, Palmer Christian, and Glenn Dillard Gunn, Chicago; Evelyn Howard-Jones (Master Piano Class), Toronto, Canada; graduate study, Chicago Conservatory of Music.

*Associate Professor of Piano* (1929) (1938) 406 E. Walnut St.

#### AUSTYN R. EDWARDS

Private study with A. F. Weldon, Ernest F. Pechin, and others. Private studio in Chicago, Illinois. Conductor, 156th Depot Brigade Band, 1918. Soloist with concert bands and symphony orchestras on tour. Member, WGN and Chicago Theater Symphony Orchestras, several concert bands, and other theater orchestras in Chicago. Member of orchestra touring with opera companies in Carmen, Il Trovatore, Cavalleria Rusticana. Teacher of brass instruments at the Petrie Band Camp, several seasons.

*Associate Professor of Brass Instruments, part-time* (1944)

### ASSISTANT PROFESSOR

#### \*R. DWIGHT DREXLER, M.Mus.

B.Mus.Ed., Illinois Wesleyan University; M.Mus., American Conservatory.

Further study, piano pupil of Earl Blair, Chicago; theory pupil of Jeanne Boyd and Thorvald Otterstrom, Chicago.

*Assistant Professor of Piano and Theory* (1934) (1940) 1225 E. Grove St.

### INSTRUCTORS†

#### ETHEL A. GUNN

Graduate of School of Expression; Illinois Wesleyan University.

Further study, Columbia School of Expression.

*Instructor in Dramatic Art* (1928) 1418 E. Olive St.

#### CARRIE RUFFNER SPIER, B.Mus.Ed.

B.Mus.Ed., Illinois Wesleyan University. Graduate of American Institute of Normal Methods.

*Instructor in Public School Music Methods* (1929) 620 N. Main St.

#### ZELAH NEWCOMB, B.Mus.

B.Mus., Illinois Wesleyan University.

Further study, Combs Conservatory, Philadelphia; Sherwood Music School,

\* On leave of absence for military service.

† For the special staff of the Junior College of Music at Springfield, Illinois, see School of Music section in this catalogue.



Chicago; Diller Quail School of Music, New York City. Normal methods with John M. Williams, John Thompson, H. S. Wilder. Piano pupil of Henry Purmont Eames, Sidney Silber, Maier Master Class, Chicago.

*Instructor in Piano and Normal Piano Methods, and*

*Director of Elementary Division (1942)*

905 N. East St.

VERNA M. HARDER, M.Mus.

B.Mus., MacMurray College, M.Mus., Illinois Wesleyan University.

Further study in New York with Georg Bertram, Lydia Hoffmann-Behrendt, and Guy Maier.

*Instructor in Piano (1943)*

209 E. Graham St.

FELIX J. MILETITZ, B.Mus.Ed.

B.Mus., Chicago Conservatory; B.Mus.Ed., De Paul University.

Study at Columbia School of Music, Boguslawski College of Music. Theory and Composition with Dr. Edgar Brazelton. Violin with Dr. Ludwig Becker. Band Instruments with Capt. John Barabasch and T. M. Justus. Graduate work, DePaul University. Further study, Illinois Wesleyan University.

*Instructor in Band and Orchestral Instruments (1943)*

1014 N. McLean St.

HENRY CHARLES, B.Mus.

B.Mus., Illinois Wesleyan University.

*Instructor in Voice (1945)*

305 E. Chestnut St.

## SPECIAL LECTURERS

PARKER DOOLEY, M.D.

B.S., Illinois Wesleyan University; M.D., Johns Hopkins University.

*Latin America (1941)*

\*WILLIAM W. MCKNIGHT, B.S.

B.S. in Commerce, Northwestern University. Further study in U. S. Navy.

*Commercial Art (1942)*

FRANK ALDRICH, B.S.

B.S., Yale University. Member of American School of Prehistoric Research in Europe; Archeological Expedition of 1925, conducted by Dr. George Grant MacCurdy, of Yale University.

*Prehistoric Art (1944)*

GEORGE P. DAVIS, B.A., B.S.

B.A., Williams College, B.S. in Electrical Engineering, Massachusetts Institute of Technology. Member Photographic Society of America.

*Photographic Art (1944)*

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\* On leave of absence for military service.



ESTHER ROBINSON, B.Ed.

B.Ed. in Art, Illinois State Normal University; M.A., State University of Iowa.

Further study, Illinois Wesleyan University, Northwestern University, University of Wichita.

*Modern American and European Art* (1945)

## COMMITTEES OF THE FACULTY

1945-46

### UNIVERSITY COUNCIL

*Administrative Officers:* Shaw, Holmes, Beadles, Green, Felsted, Hunt, Dooley.

*College of Liberal Arts* (Division Chairmen): Schultz, Mortimer, Ratcliffe.

*School of Music* (Representatives): Hargreaves, Smith, Brandicon.

### STANDING COMMITTEES\*

*Assembly:* Hazzard, Scott, and student representatives.

*Athletics:* Muhl, Beadles, Brewer, Niehaus, Straight, Wantland.

*Concert and Lecture Course:* Browns, Beadles, Green, Barris, Loomis.

*Contests:* Hargreaves, Dudley, Dooley, Loomis, Ratcliffe.

*Health:* Niehaus, Arnold, Barris, Dooley, Felsted, Holmes, Wantland.

*Library:* Schultz, Bruntlett, Ferguson, Green, Hargreaves.

*Personnel:* Felsted, Deans Beadles and Green *ex officio*, Dooley, Ferguson,

Hargreaves, Hazzard, Moore, Ratcliffe, Wantland.

*Post-War Planning:* Beadles, Browns, Dooley, Felsted, Green, Hargreaves,

Hazzard, Hunt, Ratcliffe, Schultz, Scott.

*Radio:* Dudley, Hargreaves, Hazzard, Schultz.

*Religious Activities:* Hazzard, Hunt, Husted, Ratcliffe, and student representatives.

*Scholarships:* Ratcliffe, Beadles, Brandicon, Dooley, Ferguson, Green, Hargreaves.

*Student Publications:* Dooley, Ferguson, Moore, Schultz.

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\* The President of the University is *ex officio* a member of all standing committees. Names of chairmen are printed first, others alphabetically.

# General Information

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## I. PURPOSE

Illinois Wesleyan University enters her ninety-sixth year of service with man still engaged in World War II. Because of this conflict she finds some of her past instructional methods challenged. In basic objectives, however, she remains steadfast and secure.

Illinois Wesleyan University is that typical American educational institution known as "the small liberal arts college." The faculty has continuously emphasized the teaching of the arts and sciences, the study of old books, the exploration of new fields of knowledge, the seeking of religious values. This university has largely resisted the temptation to teach highly skilled or purely technical courses. Skills, while not neglected, are taught as a means to understanding. Illinois Wesleyan students throughout the years have seriously sought the meaning of life as well as the means of acquiring a livelihood. This liberal culture proves to have been both realistic and practical in terms of human achievement.

Since the beginning, following the vision and purpose of the founders, Illinois Wesleyan has been a church college in the finest sense—under Methodist sponsorship, but free from sectarian bias in both administration and instruction. Members of various faiths are represented on the faculty, and in this period of the world's racial and religious strife, Protestant, Catholic and Jewish students mingle in good fellowship while preparing themselves for the highest type of American citizenship.

As one of the oldest coeducational institutions in the United States, Illinois Wesleyan University offers equal privileges to men and women. In a normal situation of human living, both sexes enjoy together all the advantages of a college program, including the important factor of social training.

The University consists of a College of Liberal Arts and a School of Music, along with a special program of Nursing Education. The following degrees are conferred: Bachelor of Arts, Bachelor of Science, Bachelor of Philosophy, Bachelor of Music, and Master of Music.

The administration and faculty conceive the general four-fold task of Illinois Wesleyan University in this modern era to be: the achievement of true scholarship and liberal culture; the development of human personality and Christian character, as well as sound physical condition; preparation for good citizenship and its manifold responsibilities; vocational guidance as a means of practical adjustment and happy living.

In connection with the specialized fields of Music and Nursing, as well as the Education courses in preparation for teaching, these broader purposes are directly related to definite training for professional work. The administration encourages teachers to engage in research within their chosen fields, though the emphasis is constantly placed for them on inspirational presentation of knowledge to young people, whether in the Humanities or the Natural and Social Sciences.

Many believe that the small liberal arts college stands as an enduring barrier to Fascism in our nation. If this is true, the continuing purpose of Illinois Wesleyan for the coming year is the education of each man and woman attending its classes. The most ambitious aim of any part of this university has no ultimate value unless it contributes to its graduating citizens some spiritual growth and intellectual maturity.

## II. STANDING

Scholastic standards have been preserved through the years, and the two distinct curricula have been recognized and approved after careful inspection by educational agencies. The College of Liberal Arts is accredited by the North Central Association and is on the approved list of the Association of American Universities. The University as a whole is fully accredited by the University Senate of the Methodist Church. Approval is likewise accorded by the University of Illinois, which awards to this institution annually a scholarship for graduate study. Alumni of Illinois Wesleyan also pass directly into other leading graduate and professional schools. The School of Music is approved by, and also holds membership in, the National Association of Schools of Music. The program of Nursing Education conforms to the health and hospitalization standards set up by inspection agencies of the state government.

Women graduates of Illinois Wesleyan University holding B.A. or B.S. degrees are eligible for national membership in the American Association of University Women.

Institutional membership also is held in the Association of American Colleges, the Association of Methodist Schools and Colleges, and the Federation of Illinois Colleges.

### III. ADMISSION

The admission of new students, both men and women, is arranged through the admissions office. Students interested in entering Illinois Wesleyan University should consult the Director of Admissions as early as possible in their high-school careers. Students interested in special study of music should also consult the Dean of the School of Music, the entrance requirements of which are published separately in this catalogue.

Each person entering the University is expected to submit an application for admission. This application, which will be sent by the admissions office upon request, should be returned to the Director of Admissions, accompanied by the matriculation fee of \$10.00. The University will send directly to the high school last attended for certification of secondary-school credits. All persons are urged to make application for admission as early as possible, since the enrollment of the freshman class of the University is limited to two hundred in the College of Liberal Arts and fifty in the School of Music. Rooms are assigned in the residence halls in the order in which applications are received.

All candidates for admission must offer satisfactory evidence of good character, and those coming from other colleges must present evidence of honorable dismissal.

All entering students must be in good health and free from communicable disease. A medical examination within one year prior to admission is required of all students. Health information must be supplied on a form provided by the University nurse, in whose office it is kept as a confidential record. A certificate showing that the student has recently been tested for tuberculosis should be presented with the other credentials. Otherwise the University may require such a test as a part of its program of maintaining good health on the campus.

*Requirements for Admission.* Admission to Illinois Wesleyan is based upon completion of fifteen units of secondary school work, not more than five of which may be in Typing, Physical Education, Applied Music, Art and Manual Arts subjects. A student ranking in the upper third of his graduating class (if the class numbers forty or more), however, will be



admitted with fifteen units regardless of specific subjects pursued. A student in the lower third of his class will be admitted only upon probation and must have special recommendation from his high-school principal. For the duration of the war, a student with twelve units of secondary school work and high standing in his class may be admitted as a provisional freshman. Upon satisfactory completion of one quarter's work in the University such a student will receive full freshman standing and full credit for all work taken. No distinction in privileges or regulations is made between such students and fully accredited freshmen.

*Admission to Advanced Standing.* Students from other accredited colleges will be admitted to advanced standing on presentation of certificates of honorable dismissal and acceptable grades, their classification being determined by the credits to which they are entitled. These students are expected to complete all of the regular requirements for graduation from Illinois Wesleyan, including a minimum of forty-five quarter hours of credit on this campus, of which at least eight hours must be in the field of major interest.

## IV. CAMPUS

### LOCATION OF UNIVERSITY

Illinois Wesleyan University is located in Bloomington, Illinois, one of the most beautiful cities of the state. Bloomington, with its suburban districts, has a population of approximately 40,000, and students are afforded the advantages of a large community. The geographical position of the University makes it easily accessible from all directions, by rail, highway, or air line.

Bloomington is noted for its historical and literary associations. To this city came Abraham Lincoln regularly to practice in the circuit court. Here, in a hall at the corner of East and Front streets, was delivered his famous "Lost Speech." Near by are the birthplaces of Elbert Hubbard, Richard Hovey, Rachel Crothers, and Margaret Illington.

As a center of musical activities, Bloomington has a reputation of long standing. The Amateur Musical Club and the University cooperate in presenting concerts by great artists and musical organizations. The Bloomington-Normal Philharmonic Society, through its chorus and orchestra, and the new Bloomington-Normal Symphony Orchestra provide excellent concert advantages for students. The annual presentation of the



Messiah, in which Illinois Wesleyan students take part, is known as one of the finest presentations in the United States. Some seven hundred singers and orchestra players unite in this program.

Additional privileges are offered through the lectures and exhibits of the Bloomington Art Association, the Withers Public Library, and the museum of the McLean County Historical Society. The Community Players, the Playcrafters, and the dramatic guilds of several of the churches offer excellent productions. The Consistory Players have for twenty-two years attracted annually to the city thousands of visitors for their series of presentations of the Passion Play.

The location of Illinois State Normal University, a mile from the Illinois Wesleyan campus and in the separate town of Normal, affords various cultural advantages in a cooperative program of education. Professional relations between the two institutions have been excellent over a long period of years.

### UNIVERSITY GROUNDS

The campus of Illinois Wesleyan University occupies about eight city blocks in the heart of Bloomington's north-side residential district. The grounds are entered from Main Street on the west through the Founders' Memorial Gate, erected by the Association of Commerce, and from Park Street through what has come to be known as the East Gate, the gift of Mr. E. M. Evans, a former member of the Board of Trustees.

In prominent positions in the central foreground of the campus are the Powell Monument and the Hedding Bell. The first was dedicated to the memory of Major J. W. Powell, a distinguished teacher of Illinois Wesleyan and first white explorer of the Grand Canyon. It was erected by the class of 1923. The second perpetuates the history and tradition of Hedding College while marking the merger of recent years. It was the gift of the Student Union in 1934.

A recent addition to campus shrines is the Bible Monument, which stands in a scenic garden just east of the library. This tribute to the wisdom of the Christian Scriptures was the gift of a friend of Illinois Wesleyan in 1937.

Smaller memorials, presented by graduating classes, serve to bind successive generations of students to the past of this almost century-old seat of learning.

One block north of the gymnasium, Wilder Field, home of popular Titan teams, has recently become the site of the new and spacious Community Stadium and recreation grounds, in which Illinois Wesleyan has cooperated, and which it manages for the township of the City of Bloomington. Tennis and hockey courts are located on convenient corners of the regular campus.

### BUILDINGS AND EQUIPMENT

*Old North Hall*, the oldest building on the campus, was erected in 1856-1857. At that time it contained the entire "University" as described in early publications. After serving many purposes during its long history, it now houses several classrooms and offices, as well as the college studio of WJBC, the newly equipped radio station of Bloomington. During the past summer, the interior of this building was completely re-decorated, fluorescent lights were installed, and a rehearsal stage was built on the top floor, in connection with the newly arranged suite for the Department of Speech.

*Duration Hall* is the reconstructed basement of Hedding Hall, burned in January, 1943. As the name suggests, it is only a substitute until materials are released for the erection of a new academic building. It contains most of the administrative offices and several classrooms, and recently served as the educational quarters of the Navy V-5 aviation unit.

*Science Hall*, built in 1910 through the assistance of Mr. Andrew Carnegie, contains the classrooms and laboratories of the Natural Sciences. The Department of Physics occupies the ground floor, with its complete laboratory equipment and machine shop. The Department of Chemistry occupies the second floor, with its large lecture room, library of over seven hundred volumes, and three laboratories for inorganic, quantitative, organic and physical chemistry. On the third floor is located the Department of Biology, with adequate laboratories and the best of facilities for both introductory and advanced courses. Here also are the clubroom and books of Alpha Epsilon Delta, the pre-medical fraternity, and the branch library maintained for the Natural Science division, containing approximately 1500 volumes.

*Memorial Gymnasium* was erected in 1921-1922, by public-spirited citizens, in honor of the former students of Illinois Wesleyan who lost their lives in World War I. This elaborate structure, of adapted colonial type, contains a large playing floor, seventy-two by one hundred feet in

dimensions, offices, locker rooms, showers, and a swimming pool with violet ray filter apparatus.

*Buck Memorial Library*, a stone building of modified Gothic type, was erected in 1922-1923 in honor of Hiram and Martha Buck, of Decatur, Illinois, whose estate made possible a sum of \$100,000 for its construction and a trust fund of \$125,000 for its maintenance. The main reading room seats one hundred twenty-eight persons, and the reserved book reading room seats forty-two persons. Flanking the central stacks are the librarian's offices and the Buck Weems Memorial Room. The latter serves as an alcove for current periodicals, and also includes the rare book collection, with some first editions and several fine incunabula. The library possesses approximately 45,000 volumes, comprising general literature and resources for special fields of study. Its periodical shelves contain two hundred fifty-six current publications, of which two hundred eight are purchased. It also maintains a Historical Room, with a growing collection of souvenir material relating to Illinois Wesleyan University and a section of books deposited by the Illinois Conference of the Methodist Church.

Since the burning of Hedding Hall, various administrative offices have been temporarily located in the basement of this building. At present the vice president, directing the centennial campaign, makes use of the former reserve reading room.

*Presser Hall*, home of the School of Music, was built in 1929-1930. It was made possible by a conditional pledge from the Presser Foundation, of Philadelphia. It is one of the few buildings of its kind in America, being sound-proof and having a large auditorium equipped with a Hinners four-manual pipe organ, twenty-one studios, thirty practice rooms containing upright pianos, six pipe organ practice rooms, four classrooms, a reception room, and a record-listening room.

The *Art Center*, completed in 1944, was remodeled from an old coach house on the campus with the aid of a \$10,000 gift from Mrs. Mary Blackstock of Springfield, Illinois. Its large sunlit painting studios upstairs, its drawing and design room with glass block panels in three walls, and its comfortable lecture room for art history and art appreciation classes are equipped with furniture and many special features designed by the faculty of the art department for modernized instruction. The office and seminar room house part of the art library and print collection; while the collection of slides and clippings is contained in built-in files always available to students in the lecture room.



*Behr Observatory* is a small circular building located on the north-eastern edge of the campus and well decorated with shrubbery. It is open to the public at certain times, by appointment. Built in 1894, it was named in honor of Mr. C. A. Behr, of Chicago, who presented the largest of the three telescopes it contains.

*Linley Lodge*, formerly a student residence, now houses the Department of Home Economics, the alumni office and the campus headquarters of the Red Cross. The name Linley was devised by former residents of the lodge from the middle letters of the words Illinois and Wesleyan.

*Student Lounge*. The building known for years as "The Hut" has recently been refurnished under the sponsorship of the Student Union. This unique building, adjacent to Kemp Hall, must be seen and entered to be understood and appreciated. It is now widely used as an informal gathering place and for meetings of various kinds. It contains a large reception hall, with fireplace, a refreshment counter, and a kitchen. A hostess is on duty at all times when the Lounge is open for use.

*Kemp Hall*, dormitory for women, is a commodious three-story building obtained during the administration of President Theodore Kemp, for whom it was named. Other residences for women are *Blackstock Hall*, named in honor of Mrs. Mary Blackstock, of Springfield, Illinois; *Gulick Hall*, named for Mrs. Anna Gulick, of Bloomington; and *DeMotte Lodge*, named for Harvey C. DeMotte, a former member of the faculty. Eleven fraternity and sorority residences provide other housing facilities for the University.

*President's Home*. The home of the President is located directly opposite the campus, on Park Street.

*Heating Plant*. This central plant furnishes heat for all the buildings on the campus, with capacity for others that may be erected.

## V. STUDENT LIFE

### ACTIVITIES

A college campus is a social community in miniature. The following paragraphs present, for illustration and convenient reference, the various activities and organizations that supplement the regular course of study at Illinois Wesleyan University and denote the busy life and the many cultural advantages of the educational year.

### *Assembly*

A public assembly is held once each week, on Wednesday at nine. The programs are widely varied, including religious exercises, lectures, special music, plays and moving pictures. Faculty members, students, and guest speakers and artists participate. A monthly worship program carries on the tradition of a formal chapel service. Attendance is required.

This assembly, with its infusion of ideas and its artistic offerings by visitors to the campus, supplements the regular class work in practically all departments.

A weekly vesper service, devotional in character, is held regularly on Monday evening at seven. Attendance is voluntary.

### *Athletics*

The athletic program will be adjusted to suit the present war emergency. The University will carry on such activities as are possible while the majority of men students are away from the campus. Special emphasis will be laid on intramural sports, particularly those for women.

Those who participate in intercollegiate sports are required to be passing in twelve hours of academic work. Instructors report at stated intervals to the faculty committee on athletics as to the standing of players, and failure to carry successfully the required number of hours of class work results in loss of membership on a squad.

The athletic activities of the University are under the control of administrative officers and faculty members only. The University, acting through its faculty committee on athletics, requires enforcement of rules, and unsportsmanlike conduct is not tolerated. The University is a charter member of the Illinois College Conference, the athletic regulations of which are locally enforced.

### *Dramatics*

Under the direction of the Department of Speech and the student sponsorship of Theta Alpha Phi and Masquers, dramatics at Illinois Wesleyan have been developed to a place of prominence and cultural influence. At least three plays are presented each year.

### *Forensics*

The Department of Speech will conduct those activities in Oratory and Debate which are possible when most of the men students are away



from the campus. In normal times, representatives are sent to the annual Illinois Intercollegiate Debate and Oratorical Contests, and in the past delegates have attended both the regional and national meetings of Pi Kappa Delta. Various smaller competitions are entered by individuals and teams from Illinois Wesleyan.

Before the war, a Speech Clinic, attracting representatives from colleges in Illinois and neighboring states, was held annually on this campus.

### *Public Lectures*

The following is a selected list of lecturers, with subjects, presented under the auspices of Illinois Wesleyan University, or in exchange with the Bloomington-Normal Forum, since the last issue of the catalogue, in June, 1944:

Chen Wen-yuan (Commencement Address); H. Clifford Northcott (Baccalaureate Sermon); Naya Grecia (Greece's Stand); Harold Ehrensperger (Religion and Life); John Timothy Stone (Founders' Day Address); Vera M. Dean (Germany: a Post-War Problem); Margaret Culkin Banning (The Manners of Democracy); Allison Davis (The Negro and Democracy); Ferdinand M. Isserman (The Challenge of Anti-Semitism); Edward Weeks (Literature and the War); Michael M. Davis (Medical Care for All); William Lydgate (Can We Trust the Common Man?); J. Anton de Haas (Will Dumbarton Oaks Bring Peace?); Jerome Davis (Russia in the War and Post-War Era); William E. Mosher (The Responsibilities of Citizenship).

### *Music*

With a School of Music so prominent on the Illinois Wesleyan campus, it is only natural that student musical activities have assumed a more artistic and a more professional standing than is customary in the average college of liberal arts. The University Chorus, the A Cappella Choir, the Symphonic Ensemble, the Symphonic Orchestra, the Apollo Quartet, and the concert and marching bands are groups known far from Bloomington. The program of Christmas carols and various concerts on tour and over large radio networks have been representative. For further information, see the special descriptions of activities and organizations in the School of Music section of this catalogue.

### *Publications*

*The Argus.* This student newspaper, established in 1894, is published every Wednesday. Under senior editorship, it serves as a record of campus happenings, as well as the voice of undergraduate opinion. Many students get writing experience here.

*The Wesleyana.* This yearbook, first issued in 1895, is published in May by the junior class. It presents a pictorial view of student life and helps to preserve the flavor and sentiment of college days.

*The Illinois Wesleyan University Bulletin,* dating from 1902, is a monthly publication. One of the issues is the annual catalogue; the others are devoted to institutional announcements, alumni news, pictorial features, occasional faculty monographs, and an annual student literary number.

### *Radio Programs*

A radio studio is located on the campus, being a branch of station WJBC of Bloomington. Under the supervision of the faculties in Speech and Music, a daily program beginning at 4:35 is broadcast. Known as the Wesleyan Hour, this feature has been a popular voice of the campus since 1934.

### FRATERNITIES AND SORORITIES\*

Fraternities and sororities, under proper conditions, are encouraged at Illinois Wesleyan, being considered legitimate features of College life, as well as valuable assets in educational administration.

#### *National Social Organizations*

Men: Phi Gamma Delta, Alpha Deuteron Chapter (1866)  
Sigma Chi, Alpha Iota Chapter (1883)  
Tau Kappa Epsilon (1899). Founded at Illinois Wesleyan.  
Theta Chi, Beta Rho Chapter (1926)

Women: Alpha Gamma Delta, Xi Chapter (1914)  
Kappa Delta, Omicron Chapter (1908)  
Kappa Kappa Gamma, Epsilon Chapter (1873)  
Sigma Kappa, Eta Chapter (1906)

#### *National Professional Organizations (Music)*

Men: Phi Mu Alpha, Alpha Lambda Chapter (1924)  
Women: Delta Omicron, Sigma Chapter (1926)  
Sigma Alpha Iota, Sigma Alpha Chapter (1924)

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\* In this and the three following groups, dates in parentheses indicate the time of founding on this campus.

*Other Groups*

Kappa Sigma Kappa (1943). Nu Chapter of the national organization for independent men. This group was formerly known as Phi Sigma Epsilon (1931), successor to an earlier group called Ikoma (1922).

Phrateres (1941). Xi Chapter of the international democratic organization for women. It extends an opportunity for all women students to share in the extra-curricular life of the campus. This group is the outgrowth of Upa-Kara-Ka (1931) and Rho Phi Sigma (1937).

These and other unaffiliated students have representation in the Student Union.

## HONORARY AND RECOGNITION SOCIETIES

*Alpha Epsilon Delta*, Illinois Alpha Chapter (1937), is composed of students expecting to enter the medical profession.

*Blue Key* (1943) is an honorary society for senior men. Elections to this national organization are announced in the latter part of each year.

*Egas* (1937) is an honorary society for senior women. Elections are announced in May of each year. One member of the junior class is also admitted.

*Gamma Upsilon*, Illinois Alpha Chapter (1935), is a student publications fraternity which rewards those attaining certain standards of service on the staffs of *Argus* and *Wesleyana*.

*Gathea* (1940) is an honorary organization for freshmen women giving recognition to high scholarship attainment during the freshman year. It upholds the principle of high standards of achievement for women in all fields of endeavor demanding the use of fine intelligence.

*Green Medallion* (1941). This honor society gives recognition to twenty members of the sophomore class, chosen for scholarship, character, participation in student activities, and leadership.

*Phi Kappa Phi* (1922) seeks to give learning its rightful place of primacy at Illinois Wesleyan. Student members are elected from those seniors who have achieved scholastic honor records in not less than nine quarters of a regular college course, with ninety hours on this campus. Phi Kappa Phi is coeducational and chooses members from both the Col-

lege of Liberal Arts and the School of Music. It has long held a coveted place in the University.

*Pi Sigma Iota*, Eta Chapter (1926), recognizes advanced students who have distinguished themselves in Romance languages.

*Pi Gamma Mu* (1931) recognizes outstanding scholarship and stimulates activity in the fields of the social sciences. Candidates from both the junior and senior classes are nominated by the faculty members of the organization.

*Pi Kappa Delta*, Illinois Alpha Chapter (1912), elects students who have participated in a number of forensic contests, mainly debate.

*Theta Alpha Phi*, Illinois Beta Chapter (1923), confers membership upon those who have appeared in a number of dramatic performances or earned credit in other phases of dramatic production.

*Titans, Order of* (1937). This society selects athletic letter-men only, on the basis of personality, attitude, cooperation, scholarship, and service to the University.

#### MISCELLANEOUS STUDENT ORGANIZATIONS

*Black Bookmen* (1924). Under the sponsorship of the Department of English, selected students actively interested in creative literary work hold meetings, exchange ideas, and listen to compositions produced by members.

*Camera Club* (1936). The study of photography in its many forms is the purpose of this science organization.

*Dramusica* (1944). An organization concerned with the study and performance of opera and light opera. Membership is made up of students of both the School of Music and the College of Liberal Arts, and many phases of campus activity are utilized in the preparation of productions for public presentation.

*Episcopoi* (1936) includes in its membership young men and women who are interested in Christian work as a life calling.

*French Club* (1928). This group furnishes its members with opportunities for personal contacts and conversation in French.

*Home Economics Club* (1922). This brings together students whose special interest is in the field of Home Economics and in homemaking.

*Interfraternity Council* (1934). This body is composed of representatives of the national fraternities at Illinois Wesleyan. It devises and en-



forces regulations for mutual benefit, and attempts to foster a spirit of co-operation between the Greek groups of the campus.

*International Relations Club* (1934). This club seeks to study the world of affairs and develop an international outlook.

*League of Women Voters* (1943). The Illinois Wesleyan League of Women Voters is a student branch of the National League of Women Voters. Its purpose is to encourage a non-partisan study and understanding of the problems of government and citizenship of special concern to women.

*Masquers* (1915) is composed of students who are interested in dramatics and who present monthly programs of short plays.

*Panbellenic Council* (1910). This body is composed of representatives of the national sororities at Illinois Wesleyan. It seeks to unite the Greek groups under common aims and in cooperative support of the University.

*Red Cross* (1943). This is a campus unit of the national organization, cooperating with the local city chapter for student assistance in war work.

*Social Science Club* (1940). This is sponsored by Pi Gamma Mu, but is open to any student sufficiently interested to attend regularly. The two organizations meet jointly and have the same program, and their members have equal privileges except in voting.

*Spanish Club* (1940). This organization aims to encourage informal use of the language, and to increase interest in the Spanish-speaking countries.

*Student Union* (1931). This democratic and progressive organization of the whole student body serves as a sort of college senate, with representatives from all the social fraternities and sororities, the unaffiliated students as a general group, and the four college classes, and also the editors of *Argus* and *Wesleyana*. It provides a means for discussion and collective solution of common problems, and stimulates a wholesome spirit in the campus community.

*W Club* (1920). This is composed of men who have won their athletic letters in intercollegiate competition, or as managers of certain sports.

*Women's League* (1937). All women students automatically become members. Unity among women students, ideals of citizenship, and housing problems are only a few of the subjects that receive especial attention.

*Women's Sports Association* (1923). This is an organization open to all women students who fulfill certain requirements of health and who



participate in sports. A prominent activity within the Association is that of the Swimming Club, which promotes water sports and produces an annual pageant.

*Young Women's Christian Association* (1884). This group, as the name implies, is composed of women students who are interested in the spiritual enrichment of life. The yearly program, however, has various intellectual and social aspects.

### OTHER ORGANIZATIONS

*Alumni Association.* All holders of degrees from Illinois Wesleyan University are members of this association. Names of officers are printed after the student lists in this catalogue.

*Alumni Clubs,* admitting both graduates and ex-students of Illinois Wesleyan University, are organized under the parent Alumni Association. Such clubs have been established in Illinois counties and cities, and elsewhere in some large centers of population. Names of officers are printed after the student lists in this catalogue.

*American Association of University Professors* (1935). The Illinois Wesleyan chapter of this prominent professional organization is made up of faculty members who desire to keep closely in touch with the whole national group of teachers in higher education, and to study matters of wide current interest in relation to problems of the local campus.

*Community Council* (1944). Organized to initiate plans for the advancement of the entire University, to integrate campus organizations rather than to replace them, and to act as a society where students, faculty and administration shall be able to discuss together the problems of the campus community, this organization is composed of six student members chosen by vote of the Student Union from the entire student body and of five faculty members chosen by an election of the entire faculty.

*Stray Greek Club* (1938). This informal social group brings together men students and teachers who do not have chapters of their national fraternities in this institution. There are two activities: an annual February Fraternity Feast, for Illinois Wesleyan members only; and an annual city-wide interfraternity dinner, sponsored by the club.

*University Circle* (1921). This is composed of the women teachers and staff members of Illinois Wesleyan and the wives of faculty members. Monthly meetings are held, with the purpose of closer acquaintance and friendship among those of similar connection with the University.

*Women's University Guild* (1906). This organization is composed of representatives of all churches (Protestant, Catholic and Jewish) in Bloomington-Normal. Its purpose is to aid in furnishing comfortable and attractive houses for women students on this campus.

## VI. COUNSELING SERVICES

Counseling at Illinois Wesleyan University consists of a series of activities designed to aid the student in becoming adjusted to the college situation, to provide for each student the best environment as determined by his needs, and to aid him after he leaves the college.

The Personnel Office is the point of coordination for all matters of student welfare and acts as a clearing house for all information about students. Cooperating with this office in all matters of student guidance is the Personnel Committee, consisting of the Dean of the College of Liberal Arts, the Dean of the School of Music, the Dean of Women, the Director of Admissions, and several members of the faculty. Meeting weekly throughout the fall quarter and often thereafter, this committee serves in an administrative and guidance capacity for all student organizations, housing, and social activities. Working with the faculty counselors, with whom it meets frequently, it also plans and directs the activities of the counseling program.

### *Counselors*

During the freshman days each incoming student is assigned to a counselor. The student meets with the counselor frequently during his first two years at the University. All possible information about each student, including standardized test results, is provided for the counselor, who uses this material as a basis for counseling students. This counseling process is under the general supervision of the Personnel Committee and includes various kinds of guidance.

### *Kinds of Guidance*

*Educational.* The choosing and scheduling of courses is worked out by each student with the help of a counselor. During his sixth quarter in the University, the student in the College of Liberal Arts chooses an academic field of concentration. The faculty member who is head of the department of the student's first sequence in this field of concentration

then becomes the student's counselor. This counselor-student relationship continues during the remainder of the student's college career.

*Vocational.* Guidance in the choice of vocational interests may be secured in the Personnel Office, as well as from faculty counselors. Special information about vocational fields, as well as the results of student interest inventories, is available in the Personnel Office.

*Health.* A well equipped health service is maintained in Duration Hall, where students may obtain advice and help in matters pertaining to any minor illness. The University nurse is on duty here and is also available for house calls when needed. More serious illnesses are referred to local physicians, and in case hospitalization is needed it is provided by the student's tuition, as described in this catalogue.

*Placement.* All student records in the Personnel Office are cumulative and serve as a means of providing prospective employers with material concerning applicants for positions. All graduating seniors file special placement record papers for use in making contacts for vocational placement. Conferences are arranged with representatives of various professions and every effort is made to help the graduating student after graduation.

*Social-personal.* Student counselors aid new students in becoming familiar with college customs. Through faculty counselors and the Dean of Women a student may also secure counsel on social and personal matters. The course in personal psychology provides general guidance in social interests.

## VII. VETERANS' PROGRAM

Illinois Wesleyan University is making careful plans for the enrollment of veterans of World War II. Men and women who have served in the armed forces are usually entitled to some kind of educational assistance, under provisions of either federal or state governments. In order to assist the veteran in deciding what program he should follow, Illinois Wesleyan has established a service office for the primary purpose of placing each veteran most advantageously.

The University has obtained the services of Leland Sherrill, of Bloomington, long-time service officer of the American Legion, as counselor. Mr. Sherrill will analyze each veteran's case and advise him regarding all details concerning filing of claims and applications for educational benefits. When a veteran is discharged and plans to continue his education, he

should write to the University, requesting complete information concerning the necessary procedure.

Mature students who have not graduated from high school will be admitted upon demonstration of competence to do work of college grade. Provision will be made for tutors in case of deficiency in basic subjects.

Credit not to exceed recommendations of the American Council on Education will be granted for work taken while in the armed forces. Individual cases will be decided on their merits.

Since University work is under the system of four equal quarters a student may complete the entire course in three years if he so desires. Outstanding students who are able to carry heavy loads can shorten this time.

Knowing that the problem of return to civilian life is a special case for each returning veteran, we feel that we must analyze each individual's situation before making specific recommendations. This University will be glad to answer inquiries promptly and to supply detailed information to any veteran concerning the benefits of the G. I. Bill of Rights or any of the other government programs of education. Address all inquiries to the Director of Admissions.

## VIII. HISTORY

Illinois Wesleyan University was founded in 1850, the organization meeting being held on December 2, and the constitution being adopted on December 18, of that year. Its first announcement was signed by thirty trustees, representing leading families of McLean County and Central Illinois. Among the distinguished men who helped to establish the institution were Judge David Davis, of the United States Supreme Court, intimate friend of Abraham Lincoln, and the Reverend Peter Cartwright, a pioneer Methodist preacher during the early years of this state. A charter was granted by the state legislature in 1853. Since the beginning, the University has received the patronage of the Illinois Conference of the Methodist Church.

The first year of school work opened in October, 1851, and the enrollment that session reached a total of one hundred thirty-five. The first classes were conducted in the basement of the Methodist Church of Bloomington, the central portion of the present main campus not being acquired until 1854.



The first president, Clinton W. Sears, was elected in 1855, when times looked doubtful for the new college. Oliver W. Munsell, second president, took office in 1857, with the one building only partially completed, funds exhausted, and the country in the grip of a financial crisis. Under such conditions, President Munsell himself advanced the money for the completion and furnishing of what is now known as Old North Hall. Before the end of his sixteen years in office, he had the satisfaction of seeing, in 1870, a large new building erected at a cost of one hundred thousand dollars. In that same year the institution opened its doors to women, launching the program of coeducation maintained to the present.

Presidents of the middle period were: Samuel Fallows (1873-1875); William H. H. Adams (1875-1888); William H. Wilder (1888-1897); R. O. Graham (1897-1898, acting); Edgar M. Smith (1898-1905); and Frank G. Barnes (1905-1908). In these years, slowly, various foundations were being laid.

During the administration of Theodore Kemp (1908-1922) occurred the purchase of what is now Kemp Hall, and the building of Science Hall and Memorial Gymnasium. The decade in which William J. Davidson served as president (1922-1932) saw the addition of Buck Memorial Library, and Presser Hall for the School of Music, as well as significant advances in the college curriculum. The administration of Harry W. McPherson (1932-1937) accomplished the preservation of institutional functions in a time of severe financial depression. After the short term of Wiley G. Brooks (1937-1939), the present executive, William E. Shaw, assumed leadership. He now guides the newer and wider educational program of Illinois Wesleyan University.

Under the direction of President Shaw and Vice President Merrill J. Holmes, a centennial campaign for funds has been launched. At present a special project for the erection of several new buildings is under way, subject to the delays necessary during the war emergency. Already a total of over three quarters of a million dollars has been reached. Plans for the needs of Illinois Wesleyan University over a period of at least fifty years have been definitely considered.

Although the liberal arts were featured in the original college, instruction in music was begun as early as 1871, under the direction of Professor Harvey C. DeMotte, later vice president. By 1893 a separate department of music had been established. As it developed, most of the work was carried on in downtown studios until 1919, when it was moved to



the campus and the School of Music was fully organized as a coordinate division of the University. Remarkable expansion has resulted for this popular section of the institution, which has had a waiting list of students for several years.

A Law School, founded in 1874 and in operation for many years, was the source of various brilliant members of the bar in Illinois and adjoining states. It ceased to exist in 1927, as the difficulty of maintaining a legal faculty under standardized conditions conflicted with the central purpose of the University itself.

Hedding College, of Abingdon, Illinois, was united with Illinois Wesleyan University in 1928. Since 1850, this sister college had performed an important task, graduating many able men and women for private and professional life. Various circumstances led to the closing of Hedding College, not long after the last bachelors' degrees were granted in 1922 and a junior college schedule had been attempted for a short time.

The name of Hedding College was bestowed in honor of Elijah Hedding, eighth bishop of the Methodist Episcopal Church. The institution was at first a seminary for women (exactly the reverse of Illinois Wesleyan), and later became a coeducational college. The following list of presidents of Hedding College as a degree-granting institution is worthy of historical record here: N. C. Lewis (1856-1858); J. T. Dickinson (1858-1868); M. C. Springer (1868-1872); J. G. Evans (1872-1878) (1889-1898); G. W. Peck (1878-1882); J. S. Cumming (1882-1886); J. R. Jacques (1886-1889); H. D. Clark (1898-1900); U. Z. Gilmer (1900-1902); H. B. Gough (1902-1907); W. P. McVey (1907-1911); W. D. Agnew (1911-1919); W. W. Bollinger (Acting, 1919-1920); C. W. Greene (1920-1922).

The alumni of Hedding College were adopted by Illinois Wesleyan University, the old main building on the Bloomington campus was named Hedding Hall (since destroyed by fire), and the Hedding College Bell, which called many generations of students to classes at Abingdon, is now mounted on a stone pedestal at the head of Prairie Street in this city. Thus the union of two pioneer movements in Christian education has been made complete.

The graduates of Chaddock College, a degree-granting institution located at Quincy, Illinois, and the forerunner of the present boys' preparatory school at that place, were also adopted by Illinois Wesleyan University, through special arrangement with the Illinois Conference of the

Methodist Church. Since June 18, 1902, they have enjoyed full privileges of the Alumni Association.

On January 9, 1943, the largest building on the campus, Hedding Hall, was completely destroyed by fire. This four-story structure, erected in 1870, was the center of campus activities, containing the offices of university administration and various classrooms.

During the following spring, the basement floor was reclaimed from the ruins and roofed over, and has been appropriately called Duration Hall. It was occupied on July 21, 1943. In the west wing of these temporary quarters, the Navy V-5 aviation unit, established by the United States government on May 14, 1943, and withdrawn on August 3, 1944, had its educational offices and classrooms.

# Financial Information

## I. TUITION AND FEES

### TUITION, LIBERAL ARTS

Tuition in the College of Liberal Arts is a single all-inclusive fee of \$100.00 a quarter, or \$300.00 for the college year. This one charge covers all tuition costs, including courses in Liberal Arts and certain offerings in Music and Art, and excluding deposits made for deferred payments, library fines, and chemistry lockers, and fees for late registration and reinstatement, special examinations, matriculation, and graduation. Students enrolled for less than twelve credit hours a quarter will be charged at the rate of \$8.00 a credit hour. Students enrolled for more than eighteen credit hours will be assessed \$6.75 for each additional credit hour.

*Expenses.* The following figures do not include clothing, laundry, and other strictly personal items, since these vary so greatly that no proper estimate can be made, but they do give a fair idea of the regular expenses for the academic year. It may be said, however, that many students get through on less than the least amount mentioned, because of the fact that they earn all or a part of their board and room.

Board and room in University dormitories are \$375.00-\$390.00 a year. Board and room costs in fraternity and sorority residences are approximately the same as in the dormitories; such charges, however, are determined by each group itself. The cost of books will range from \$20.00 to \$30.00.

### TUITION, MUSIC

Tuition payments in the School of Music are made by the quarter. All students who are regularly enrolled in the School of Music and carrying a schedule of from fourteen to seventeen hours inclusive are charged a straight tuition of \$130.00 a quarter, or \$390.00 a year. This tuition charge includes private lessons, all classes required in the School of Music courses, and practice room fees.

Any student who enrolls for private work only will be charged tuition at the rates listed in the special music number of the Bulletin (supplement).

### FEES AND DEPOSITS

*Matriculation Fee:* A matriculation fee of \$10.00 is required of each new student. It covers the cost of the activities of the new student week program. In case a student is unable to attend college, this deposit will be refunded if written notice stating the reason is sent to the Director of Admissions at least two weeks before the opening of the quarter. This fee reserves a room in either the men's or the women's dormitories.

*Late Registration and Reinstatement Fees:* A fee of \$4.00 a quarter will be charged each student who fails to complete registration before the close of the regularly appointed registration days; and one of \$4.00 will be charged each student who, without acceptable excuse, is reinstated in any course after being dropped for absence.

*Special Examination Fees:* A fee of \$4.00 will be charged each student who, without acceptable excuse, is given a special final examination in any course; and a fee of \$6.75 for each credit hour will be charged for a special "examination for credit" in a regular subject listed in the catalogue.

*Auditing Fee:* A fee of \$3.00 for each hour of class meeting will be charged for auditing a course.

*Graduation Fee:* A fee of \$16.00 will be charged each person taking a degree in either division of the University, payable by the first day of May in the year of graduation. It is distributed as follows: diploma, \$10.00; cap and gown, \$3.00; alumni dues, \$1.00; alumni banquet, \$1.00; senior breakfast, \$ .50; senior gift, \$ .50.

*Library Fines Deposit:* A library fines deposit of \$1.00 is required of each student at his first registration during any one year. If no fines are charged against it, the deposit will be refunded at the end of the college year, or upon withdrawal from the institution. If fines are charged, the remainder will be refunded; if fines over \$1.00 are accrued, an additional \$1.00 deposit will be required.

*Locker Deposit.* A deposit of \$1.00 is required of each student enrolled in a Chemistry course.



### STUDENT SERVICES

If the student registers for twelve hours or more, the payment of tuition entitles him to hospital care for not to exceed five days a year during the period when school is in session. It entitles him to an activities ticket admitting him to all athletic games of Illinois Wesleyan played on home grounds during the period when school is in session, and also to the regular series of concerts, lectures, plays, debates and oratorical contests. The Student Union is supported by a portion of the tuition, and a part of it is spent by a Faculty-Student committee for any worthy campus enterprise. It covers, besides, full privileges of the University library. The payment of tuition for a full year entitles the student to a copy of the annual, the *Wesleyana*. A subscription to the *Argus*, student newspaper, is also included.

### PAYMENT OF BILLS

All college accounts are due in advance, payable at registration each quarter. Any variation from the regular payment procedure must be approved by the business office before registration is completed and admission to classes granted. Special arrangements are subject to a deferred payment deposit of \$3.00, which must accompany the signed agreement covering such payments.

*No certified transcript of the academic record will be issued for a student who has unpaid financial obligations to the University, nor will a degree be granted to any student who has failed to settle his University bills. Likewise, registration for another quarter may not be made until charges for a preceding quarter are fully paid.*

*Refunds.* Protracted illness or other unavoidable reasons which necessitate withdrawal for the remainder of a quarter will be considered as the only sufficient ground for refunding payments made or for rebating the amount charged. Such refunds or rebates will be in the amount of one-half the total credit remaining to the student's account at the time of his withdrawal. No refund is given in cases involving dismissal or in case of voluntary withdrawal.

## II. RESIDENCES

Residences at Illinois Wesleyan are small and designed to adapt group living to the ideals and comforts of a well-regulated American home. All students, both men and women, are required to live and take their meals either in a University dormitory, or a sorority or fraternity house. Excep-

tions to this regulation for those planning to work for room and board, or for those who have special reasons for living in private residences, must be made in advance with the Dean of Women or the Director of Admissions. This regulation does not apply to students from Bloomington and Normal or to those living with relatives.

Living in each dormitory or chapter house is a resident housemother who acts as counselor and hostess for her students. She is under the direction of the Dean of Women and the personnel committee. The Women's University Guild, a group of Bloomington homemakers, cooperates with the university administration in matters of decorating and operating the residences, giving them an authentic home atmosphere.

All rooms in dormitories and fraternity and sorority houses are subject to regular inspections by the University nurse.

*Board and Room.* Board in a University residence hall is \$95.00 a quarter. Room in a University residence hall is \$35.00 a quarter. Students living in West Hall, South Hall, DeMotte Lodge, and Gulick Hall will be given a combined rate of \$125.00 a quarter for board and room. The total cost for board and room is thus \$375.00 or \$390.00 a year. Breakfast is served in each of the residences. Lunch and dinner are served in a central dining hall where men and women eat together. Board includes three meals a day for six days, with breakfast and one o'clock dinner on Sunday. Students who must take only part of their meals in the dining hall should make arrangements in advance with the Director of Admissions. A student may not withdraw or leave his residence for any cause except one approved by the Dean of Women or the Director of Admissions. When a student leaves school because of illness, such illness must be certified by the University nurse. After the nurse's certificate has been presented in the business office, one-half of the charge for the rest of the quarter will be refunded.

*Residences for Women.* Kemp Hall, DeMotte Lodge, Blackstock Hall, and Gulick Hall are the women's residences. The University has also rented the large residence of Tau Kappa Epsilon fraternity. This building, newly decorated and refurnished in the summer of 1943, is now known as West Hall and is occupied by freshmen women. Blackstock Hall is also used for freshmen women. All non-resident freshmen women, without exception, are required to live in one of these residences. Gulick Hall is used for upperclass women not living in sorority houses. Most upper-class women live in sorority houses or Gulick Hall. Special permission,

however, is granted by the Dean of Women to certain upperclass women to work for board and room.

*Residences for Men.* South Hall, formerly the Phi Mu Alpha house, has been rented by the University to serve as a men's dormitory. Freshmen and upperclass men must live in this residence or a fraternity house unless working for room or board. Men who wish to work for room or board and those who have special reasons for living in a private home must make arrangements in advance with the Director of Admissions.

*Room Reservations.* Early applications are desirable, as room assignments are made in order of receipt of applications. No room is reserved for any new student before receipt of the \$10.00 matriculation fee. All arrangements for room reservations should be made through the admissions office. Notice of room assignments will be mailed approximately September 1.

### III. STUDENT AID

A limited number of qualified students who expect to be graduated from Illinois Wesleyan University are given assistance by awards of scholarships and by employment. In accordance with best educational practice, full authority in making such awards lies in the hands of an administrative committee, composed of the Dean of the College of Liberal Arts, the Dean of the School of Music, the Director of Admissions, two faculty members of the College of Liberal Arts, and two faculty members of the School of Music. This committee endeavors to administer all funds and employment equitably, keeping in mind the total need of the entire student body in its relation to the aid available, as well as the need of individual students.

*Conditions of Award.* Scholastic attainment in high school and college, financial need, ability to contribute constructively to campus life, and satisfactory character references are the factors considered in making awards. The committee tries to give these considerations equal weight, but any one may be the determining factor. Financial need is very important, and is generally the reason for variations in the size of individual awards.

*Duration of Awards.* All awards of whatever nature are made under certain general conditions with which the recipient must comply. Acceptance of such an award constitutes an agreement on the part of the student to abide by those conditions; failure to do so constitutes sufficient reason for withdrawal of any grant. The conditions are explicitly stated on the



folder which accompanies each notice of award. *All awards are made for one quarter only.* Unexpended aid within that period may be voided in cases involving a breach of college regulations or failure to meet the minimum scholastic requirement prescribed by the committee.

No guarantee of renewal of an award is given. Applications for renewal must be made in the manner and at the time announced by the committee on student aid, and will be considered in the light of the applicant's previous record and need for continued financial assistance.

REPAYMENT IN CASE OF TRANSFER. *Grants-in-aid and other cash deductions from tuition charges, with the exception of valedictorian and prize scholarships, must be repaid in the event of transfer to another college or university for undergraduate study, except in the case of students working to fulfill the requirements for a degree under a combined course plan. No transcript of University credits will be released until such payment is made, or special permission has been given for transfer by the scholarship committee.*

*Employment.* Employment for as many competent students as possible is given by the University. Previous experience and reliability are important considerations, and for that reason upperclass applicants receive greater consideration. Application should be made to the admissions office.

### SCHOLARSHIP OPPORTUNITIES

Friends of Illinois Wesleyan University have provided a number of scholarships for worthy students who need assistance. In a few cases, the right to name the beneficiary is reserved by the donor, but the larger number of scholarships are awarded by the University. The various classes of scholarships are listed below.

*Valedictorian Scholarship.* This scholarship is awarded to the highest ranking student in the graduating class of an accredited high school or to a designated alternate from the upper ten per-cent of the class. This award of \$400.00 for the full college course, or \$33.34 for each quarter, is made for one quarter and will be renewed each quarter that the student maintains a 3.0 or B average while attending the University. High-school principals and students are cordially invited to make inquiry in regard to these scholarships.

*Prize Scholarship.* Prize scholarships of \$200.00 to \$600.00 in value are awarded to winners of contests held each year. The amounts and conditions for awarding these scholarships are determined by the scholarship



committee and the executive staff of the University. The grants are usually made at the rate of one-twelfth of the total amount of the award each quarter. During the first year they are renewed each quarter that the student maintains a 2.2 average, and in the succeeding years they are renewed each quarter that the student maintains a 2.5 average. For information regarding scholarship contests, write to the Director of Admissions.

*Grants in Aid.*

*Endowment Grant:* Grants from the income of the endowment funds of the University are awarded to capable students who could not otherwise attend. The amount of the grant is determined on the basis of a personal interview.

*Educator's Grant:* A grant of \$400.00 for the full college course is awarded to sons and daughters of classroom teachers.

*Ministerial Grant:* A grant of \$400.00 for the full college course is awarded to sons and daughters of ministers of any denomination.

*Pre-Ministerial Grant:* Accredited pre-ministerial students and students taking the course for church assistants will be awarded a grant-in-aid of \$400.00 for the full college course.

All grants-in-aid are made for one quarter only and are renewed in succeeding quarters upon maintenance of a satisfactory grade average. The average required for renewal of the grant-in-aid is 2.2 during each quarter of the freshman year and 2.5 for each succeeding quarter.

*Activities Grant.* Grants in various amounts may be awarded to students making outstanding contributions to college activities. This grant is not usually given to freshmen. Its continuance for consecutive quarters depends on continued recommendation of the adviser for the particular activity and maintenance of a 2.0 average for each quarter of the duration of the grant.

*La Verne Noyes Grant.* To be eligible for this award of \$360.00 for the full college course the applicant must have graduated in the upper one-third of his high-school class, as well as fulfill all the requirements set up by the La Verne Noyes will. The student must be a citizen of the United States, descended by blood from someone who served in the army or navy of the United States in World War I, having been enlisted before May 11, 1918, or who rendered service overseas prior to the armistice, and who either is still in the said service or whose service was terminated

by death or an honorable discharge. Continuance of the La Verne Noyes grant each succeeding quarter depends on maintenance of the same grade average as is required of all other grants-in-aid.

*Music Scholarship* (general). See School of Music section, under "Funds and Bequests."

*The University of Illinois Scholarship.* Each year Illinois Wesleyan University has the privilege of choosing a member of the graduating class or an alumnus to receive a scholarship for graduate work in the University of Illinois. This scholarship yields three hundred dollars. The one chosen must be of high scholastic rank and have the preparation and ability to specialize in some given field. Other alumni of Illinois Wesleyan University occasionally receive similar scholarships on recommendation of the heads of departments in which their major work has been done.

### LOAN FUNDS

*Methodist Loan Fund.* A limited amount of aid can be obtained as a loan from the Board of Education of the Methodist Church by needy and worthy students who are members of that church, and who have been members at least one year. Detailed information may be secured from Professor William Wallis, Loan Officer, Illinois Wesleyan University.

*Myers Loan Fund.* Illinois Wesleyan University is one of the institutions receiving each year a portion of the income from a trust fund provided by the late Judge Colostin D. Myers and Mrs. Dora Myers. This income is to be set aside as a loan fund, to be administered by a special committee.

*Wilbert Ferguson Foundation.* Under the leadership of the Alumni Association, this is being created as a permanent student loan fund in recognition of Professor Wilbert Ferguson, whose service with Illinois Wesleyan, beginning in 1894, extended over more than half the life of the University. The plan of the Foundation, as proposed by the Alumni Association and formally approved by the Board of Trustees of the University, provides a revolving loan fund to help worthy students regardless of race, creed or color. It is administered by a Board of Directors who pass upon applications for loans. Any deserving student may be judged eligible to receive a loan on a plan which requires a co-signer and which involves repayment of the amount of the loan on an amortization basis after the student's formal schooling is completed. Gifts and pledges are still being received by the Foundation.

*Other Loan Funds.* For the benefit of Bloomington and McLean County women students of junior and senior standing, the Bloomington Woman's Club maintains a revolving loan fund, to which a sum is added each year.

The Bloomington Branch of the American Association of University Women grants loans to deserving and needy junior and senior women.

The Bloomington Panhellenic Association maintains a loan fund to aid junior and senior women.

### STUDENT SELF-HELP

There are on the campus and in the city of Bloomington a large number of opportunities for self-help, open to energetic students. During past years hundreds of students have been placed through the efforts of the University employment bureau, and a few have been able to earn all their expenses. As a rule, however, this can be done only at the risk of health or scholarship, or both. Prospective students should accumulate at least enough to pay a quarter's expenses before entry; otherwise they should plan to take only part of the regular schedule. The President or Director of Admissions of the University is always glad to correspond with any person who desires remunerative employment while in school.

### SPECIAL AWARDS

*Alumni Association Award.* The Alumni Association of Illinois Wesleyan University awards annually, at Commencement time, a gold watch each to two members of the graduating class, one from the College of Liberal Arts and one from the School of Music, found by a committee to rank highest in scholarship, participation in extra-curricular activities, and general campus citizenship.

*Eichenauer Award.* Mr. Charles F. Eichenauer, editor of the *Quincy Herald-Whig*, offers an annual prize of \$50.00, to be awarded as a recognition of the student or students ranking highest in scholarship at the close of the freshman year.

*Gummerman Award.* This award, in the amount of \$50.00, is given annually, at the end of the academic year, to the student who has served acceptably as editor of the *Argus*. It is provided by Mr. J. B. and Mr. B. H. Gummerman, of Bloomington.

## IV. SPECIAL FUNDS AND ENDOWMENTS

### SCHOLARSHIP FUNDS

*The J. M. Cathcart Memorial Scholarship Fund* of \$5,000 is the gift of Mrs. J. M. Cathcart and her sons, William G. and John A. Cathcart, as a memorial to the husband and father. The income from this is applied on the tuition, board and room of worthy students.

*The Jacob M. and Ellen Hall Memorial Scholarship Fund* of \$5,000 is the gift of Mrs. Alice Hall Garlaugh, as a memorial to her parents. The income from this is applied on the tuition, board and room of worthy students.

*The Mary Eleanor Steele Scholarship Fund* of \$5,000 is the gift of Dr. R. B. Steele, formerly professor of Classical Languages at Illinois Wesleyan, and later of Vanderbilt University, as a memorial to his only daughter, who died in Bloomington at an early age. The income from this is applied on the tuition of two women students, preferably daughters of Methodist ministers.

*The Elizabeth P. Huff Memorial Scholarship Fund* in the amount of \$2,500 has been provided by her son, Benjamin F. Huff, and his wife, Annie M. Huff.

*The Fred and Mary Schneider Memorial Scholarship Fund*, a bequest of \$2,000, provides income to be applied on the tuition, board and room of worthy students.

*The Stillhamer Scholarship Fund*, amounting to \$1,500, represents a bequest of Mr. A. G. Stillhamer, of Bloomington, a former member of the faculty of Illinois Wesleyan University. It provides income to be applied on the tuition of some worthy student in the field of science.

*The Austin Landon Scholarship Fund*, in the amount of \$1,500, has been established by his daughter, Mrs. Clara Landon McNaught.

*One-Thousand Dollar Scholarship Funds* have been established by the following donors:

The Thomas and Juliana Acorn Memorial, by Henry O. Acorn, in honor of his parents.

The Thomas and Juliana Acorn Memorial, by Sarah S. Acorn in honor of her parents.

The William A. Anderson, by William A. Anderson.

The H. N. Boshell, by Dr. H. N. Boshell.

The Dora Brittin, by Mrs. Dora Brittin.



The Margaret L. Butcher and E. L. Pease Memorial, by Mrs. Laura Pease Butcher.

The Alvin Caldwell Memorial, by his daughters, Mrs. Grace Caldwell Tatman and Miss Laura M. Caldwell.

The Florence Cameron Memorial, by her mother, Mrs. Martha E. Cameron.

The John and Anna M. Cleal Memorial by their daughter, Amanda B. Cleal.

The Louisa J. Cornell, by Mrs. Louisa J. Cornell and daughter.

The Mrs. Nancy Dever Memorial, by her daughter, Miss Mary F. Dever.

The Sarah E. Raymond Fitzwilliam, by Mrs. Sarah E. Raymond Fitzwilliam.

The Della Gushard, by Mrs. Della Gushard.

The Henson Memorial, by the Misses Florence E. and Mary B. Henson, in memory of their parents.

The Isaac D. Honnold Memorial, by his son and grandson, B. W. Honnold and Isaac P. Honnold.

The Iva Murphy Jones Memorial, by Mrs. Laura Murphy.

Kappa Kappa Gamma, by Kappa Kappa Gamma Sorority of Illinois Wesleyan University.

The John A. Kumler, by the Rev. John A. Kumler, D.D.

The Lacy, by Dr. L. S. Lacy.

The Lewis, by Dr. G. C. and Mrs. Ella B. Lewis.

The I. R. Little, by I. R. Little.

The Long, by Mrs. Charles H. Long.

The Mack Missionary, by Robert Mack.

The Abraham Mann Memorial, by Mrs. Abraham Mann.

The Ross L. Maris, by Mr. and Mrs. A. L. Maris.

The Mattie Neighbor, by Mrs. Mattie E. Neighbor.

The Mrs. Ella B. Noecker, by Mrs. Ella B. Noecker.

The Charles J. and Rachel M. Null, by Charles J. and Rachel M. Null.

The Orr, by Mrs. Ellen M. Orr.

The Leslie J. Owen, by Leslie J. Owen.

The James Byron Parkes, by Mr. and Mrs. H. A. Parkes.

The Powell, by Mr. and Mrs. Herbert Powell.

The T/Sergeant John Whitney Rickey Memorial, by Mr. and Mrs. C. J. Pritchett.

The Frederick Eugene Rogers, by Mr. and Mrs. Frederick O. Rogers.\*

The Warren Grove Ryan Memorial, by the Rev. John H. Ryan.

The Martha Jane Moats Sachs Memorial, by Hans Sachs and family.

The James M. Sconce Memorial, by Mrs. Emma Sconce.

The Mrs. C. A. Shumaker, by Mrs. C. A. Shumaker.

The Georgia Jackman Soper, by Mrs. Georgia Jackman Soper.

The Hiram S. Sovereign and Mary J. Sovereign Memorial.†

The David R. Stubblefield, by David R. Stubblefield.

The Don R. Tarbox Memorial, by the parents, Mr. and Mrs. G. S. Tarbox.

The Grace Caldwell Tatman, by her sister, Laura M. Caldwell.

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\* The interest, with \$100 of the principal, is used each year as a scholarship for a worthy candidate for the ministry.

† Designated for the training of ministers and missionaries.

The George H. and Alice Thorpe, by the Rev. and Mrs. George H. Thorpe.  
The Vasey, by L. A. and Sarah Vasey.  
The Harper Williams, by Harper Williams.  
The Welty, by Judge Sain Welty.

*Five-Hundred Dollar Scholarship Funds* have been established by the following donors:

The John B. Abbott, by John B. Abbott.  
The Clara Baker, by Mrs. Clara Baker.  
The Esther G. Cheeseman Memorial, by J. A. Cheeseman.  
The Edgar Collins, by Edgar Collins.  
The U. O. and Ada Colson, by Mr. and Mrs. U. O. Colson.  
The Emma Z. Crider, by Miss Emma Z. Crider.  
The Mrs. Tarcy Dove, by Mrs. Tarcy Dove.  
The John P. Edgar Memorial, by Mrs. Mary B. Edgar and other relatives.  
The Daniel W. English Memorial, by his sons, the Rev. M. N. English, and other relatives.  
The William E. and Anna R. Farrell Memorial, by their children, P. C. and Franklin Farrell.  
The George W. and Martha A. Funston, by Mr. and Mrs. George W. Funston.  
The J. Wellington Frizzelle, by the Rev. J. Wellington Frizzelle.  
The H. S. Gebhart, by H. S. Gebhart.  
The Noble Porter Heath Memorial, by Mrs. Elizabeth Heath and children, Noble P. and Lillian Heath.  
The William and Nancy J. Henderson Memorial, by their children, Emma, Alma, and Oscar J. Henderson.  
The Ira N. and Nora F. Honnold, by Mr. and Mrs. Ira N. Honnold.  
The Richard B. and Iris P. Hubbard, by the Rev. and Mrs. Richard B. Hubbard.  
The George G. and Mary F. Irle, by George G. and Mary F. Irle.  
The A. H. Jones Memorial, by Emily Jones.  
The Benjamin F. and Loula Kagey, by Mr. and Mrs. Benjamin F. Kagey.  
The Doctor Charles H. Long, by Charles H. Long, M.D.  
The Martha B. McCarty Memorial, by the Rev. and Mrs. F. A. McCarty.  
The Francis and Sarah B. Martin Memorial, by their daughter, Mary A. Martin.  
The L. A. and M. A. Melvin, by Mr. and Mrs. L. A. Melvin.  
The Mr. and Mrs. W. W. Murphy, by Mr. and Mrs. W. W. Murphy.  
The Robert Z. and Anna M. Porterfield, by Mr. and Mrs. Robert Z. Porterfield.  
The C. B. Poundstone, by C. B. Poundstone.  
The H. E. Shively, by H. E. Shively.  
The Parker and Clara B. Shields, by the Rev. and Mrs. Parker Shields.  
The Homer M. and Hannah L. Whismand, by Mr. and Mrs. Homer M. Whismand.  
The Edward and Catherine Wilson Memorial, by their children, Katherine and Sally E. Wilson and Mrs. B. F. Busey.

## OTHER FUNDS

*Hiram and Martha Buck Trust Fund.* The estate of Hiram and Martha Buck of Decatur, Illinois, provided the sum of \$100,000 for the construction of the Memorial Library which bears their name, and in addition a trust fund of \$125,000, the income from which is directed toward the maintenance of library service at Illinois Wesleyan University.

*Fox-Anthony Chair of Religious Education.* Mr. and Mrs. John Anthony, of Pleasant Plains, Illinois, both alumni of Illinois Wesleyan University, have set aside within their estate a fund of \$50,000 payable to Illinois Wesleyan University. In consideration of this fact, the Fox-Anthony Chair of Religious Education has been established.

*The Robert Ginn Memorial Fund.* The late Miss Lizzie Ginn gave to this institution property valued at \$10,000, as a memorial to her brother, the late Robert Ginn.

*The Ida Haslup Goode Professorship of English Literature.* The friends of Ida Haslup Goode (Mrs. W. H. C. Goode), of the class of 1894, are completing their subscriptions to a fund of \$50,000 as permanent endowment for the Professorship of English Literature, in recognition of her distinguished service in the field of education and as national president of the Woman's Home Missionary Society of the Methodist Episcopal Church.

*The John Kissack Fund.* The late Mr. John Kissack, of Farmer City, Illinois, one of the liberal friends of this institution, deeded to Illinois Wesleyan University a farm of 160 acres in South Dakota. To this has been added a considerable sum from his estate. These gifts constitute a fund toward the endowment of instruction in Religious Education.

*The George C. and Ella Beach Lewis Foundation.* During the lifetime of the late Dr. George C. Lewis, of Fairbury, Illinois, he and his wife, Mrs. Ella Beach Lewis, long-time friends of the University, gave to the institution, on annuity, lands and securities with a total valuation of \$100,000. This gift is to provide ultimately for the endowment of the chair of Biology and for the creation of a number of scholarships.

*Lewler Religious Education Memorial.* A gift of eighty acres of farm land by Miss Josephine M. Lewler has been received by Illinois Wesleyan University to establish the Lewler Religious Education Memorial. The income as it becomes available is to be used for supporting the work of Re-

ligious Education, whereby young men shall be helped to prepare for the Christian ministry. This gift constitutes a memorial to the parents, Martin and Ann Elizabeth Lewler, and to their four children, Mary E. A. Lewler, S. John Lewler, Josephine M. Lewler, and William M. Lewler.

*The Sarah A. Lyon Fund.* Mrs. Sarah A. Lyon, of Rochester, Ill., left by will to this institution the sum of \$3,000, to be known as the Sarah A. Lyon Fund.

*The John and Hulda McQuitty Fund.* Mr. and Mrs. McQuitty, valued friends of the University, have generously contributed funds on annuity from time to time, the total being in excess of \$25,000.

*The Magill Professorship* of the History and Science of Government has been established by Hugh Stewart Magill, B.A., '94, LL.D., '13, by gifts to his Alma Mater in excess of \$50,000, the income from which will be available in support of this professorship.

*The Margaret McHard Fund.* In 1917 Mrs. Margaret McHard agreed with Hedding College to create a fund of \$50,000 on the annuity plan for the benefit of that institution. Since the merging of the interests of Hedding College with those of Illinois Wesleyan University, the assets of the McHard Fund have been invested in the annuity account of Illinois Wesleyan.

*Henry Pfeiffer Fund for Natural Sciences.* In accordance with the desire and purpose of Mrs. Henry Pfeiffer, Illinois Wesleyan University has received \$50,000 from her husband's estate, to be held as a permanent fund. The income from this fund is to be used in the field of the Natural Sciences.

*The Robert B. Porter Memorial Fund.* This fund, amounting to \$5,000, was left by will of the late Lyde R. Porter, former instructor in English at Illinois Wesleyan University, as a memorial to her brother, Robert B. Porter.

*The William M. Smith Fund.* Mrs. Emily S. Van Dolah, of Lexington, Illinois, for years a trustee of Illinois Wesleyan, left by will to the institution property valued at more than \$37,000. This was given as a memorial to her father, William M. Smith.

*The Samantha J. Spencer Fund* of nearly \$3,000, given by Samantha J. Spencer, has come to Illinois Wesleyan University through the First Methodist Episcopal Church of Bloomington. The income is used under the direction of the Department of Religion for the promotion of lectures on missions, both home and foreign.



*The Staymates Lecture Foundation.* By the will of the Hon. Byron F. Staymates, of the Class of 1876, Illinois Wesleyan University received a gift with which to establish a foundation providing a course of lectures on scientific and literary subjects, periodically given by some distinguished scholar.

*The Nettie Washburn Memorial Foundation.* Mrs. Esther M. Washburn, of Tremont, Illinois, made provisions in her will for a sum of money toward the endowment of the chair of Religion, in memory of her daughter, Miss Nettie Washburn, who passed away while preparing herself at Illinois Wesleyan to become a missionary.

*The Eli B. and Harriet B. Williams Memorial Fund.* Illinois Wesleyan University is one of the institutions receiving each year a portion of the income from a large trust fund provided by the late Hobart W. Williams as a memorial to his parents. This fund is administered by a special committee.

#### *Endowment and Buildings*

As shown by the audit of July 31, 1944, the assets of Illinois Wesleyan University include the following items:

Value of Grounds, Buildings and Equipment.	\$ 866,322
Invested Endowment .....	1,198,161
Gifts bearing annuity contracts.....	230,400

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\$2,294,883

#### *Million Dollar Building and Endowment Fund*

Pledges for the Million Dollar Building and Endowment Fund, including gifts on annuity secured since January, 1943, reached a total as of January 31, 1945, of \$768,357. Collections on pledges—\$444,291, less funds transferred to endowment and annuity funds, \$110,618. Available for building program—\$333,673.

# College of Liberal Arts

## ADMINISTRATIVE OFFICERS

William E. Shaw, S.T.D.....	President of the University
*Malcolm A. Love, Ph.D....	Dean of the College of Liberal Arts
William T. Beadles, M.A.....	Acting Dean of the College of Liberal Arts
Leona Wise Felsted, Ph.D.....	Dean of Women
Mildred Hunt, Ph.D....	Registrar, and Secretary of the Faculty
Raymond Dooley, M.A.....	Director of Admissions
Barbara Ann Bruntlett, B.S.....	Acting Librarian

## I. GENERAL COURSE OF STUDY.

### DEGREES

The College of Liberal Arts offers courses of instruction leading to three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Philosophy. The three courses are equivalent in the quantity and quality of work required, being cultural and designed to give a liberal education. A candidate for graduation with a field of concentration in Division I, however, will receive only the B.A. degree, and must complete two years of a foreign language in college. A candidate for graduation with a field of concentration in Division II will receive only the B.S. degree, and must have at least one year of a foreign language in college. Unless departmental regulations prohibit, a candidate for graduation with a field of concentration in Division III may choose between the B.A. degree, which requires two years of a foreign language in college, and the Ph.B. degree, which requires no foreign language.

### TWO LEVELS OF INSTRUCTION

The course of study at Illinois Wesleyan University is organized on the basis of two levels of instruction. The lower level is described in the following paragraphs as "Underclass Studies"; the higher level as "Upperclass Studies." Each portion of the four-year course is arranged

\* On leave of absence for military service.

to make a definite contribution to the student's educational development and progress.

### UNDERCLASS STUDIES

1. All freshmen are required to register for the courses in English Composition, Personal Psychology, and Physical Education unless their programs are specially adjusted by the dean's office. All students who fail to manifest ability to use the English language acceptably in the written work of any of their courses may be required to do remedial work in English Composition, without credit, until such deficiency is removed.

2. A survey course must be taken covering the work of each of the divisions, except that in cases of emergency, as determined by the adviser and the registrar, specific substitutions set up by the divisions are allowed.

3. A course in Religion is required.

4. Three year-courses in Physical Education are required.

5. Foreign language courses should be chosen, as far as possible, with regard to the requirements of the division which will include the student's subject of major interest, and the degree for which he will be a candidate.

6. In addition to those listed above, not less than three year-courses or their equivalent must be completed in not less than two different departments.

7. Electives to complete a total of ninety quarter hours must be chosen.

*Associate of Arts Certificate.* A student who has satisfactorily completed his underclass studies may be granted the Associate of Arts certificate, upon recommendation of the faculty and the payment of the required fee.

### ADMISSION TO UPPERCLASS STUDIES

Admission to upperclass studies includes admission to candidacy for the bachelor's degree. The student desiring such recognition will, during the second semester of his sophomore year, make application on a form obtainable at the registrar's office. Any student who has completed ninety quarter hours of college work must satisfy the dean's office on the following items before enrolling for any further work.

1. Satisfactory completion of two years (at least ninety quarter hours) of work in a recognized institution of higher learning.

2. Evidence of ability to do work of an advanced character in the division in which he chooses his field of concentration.

3. Presentation of a tentative outline of upperclass studies, showing the courses he expects to present in fulfillment of the requirements for the bachelor's degree.

### UPPERCLASS STUDIES

Before a student can be recommended by the faculty for graduation with the bachelor's degree, he must complete the following requirements:

1. A total of 189 quarter hours, representing the equivalent of four years of college work. (Those who graduate before September, 1947, may complete the requirement with a total of 186 hours.)

2. A student whose underclass studies have failed to provide the equivalent of the work outlined will be required to make up the deficiency by the use of his free electives. Any such deficiency must be made up one full year before a degree is conferred.

3. The foreign language requirements of the division which includes his subject of major interest, and of the degree for which he is a candidate.

4. A total of fifty-four quarter hours in C-courses and D-courses must be completed, unless exception is made by faculty vote.

The work of the higher level is designed to place more responsibility on the individual student and to develop a larger measure of independence in study. The seminar and conference courses (denoted by the letter D) offer types of instruction which train the student to secure, organize, and interpret data drawn from various and often conflicting sources.

5. A field of concentration of not less than sixty quarter hours must be completed, including sequences of not less than twenty-two to thirty quarter hours in each of two departments. The required minimum sequence is described in detail under each department.

The field of concentration is normally made up of courses within the same division, but on recommendation of the adviser, not later than the beginning of the senior year, a faculty committee may approve a special field of concentration to suit the individual needs of a particular student. Such a proposed field of concentration may be made up of courses in more than one division, but it must form a unified and significant body of knowledge. History may be counted for a field of concentration in Division I without special action.



Not more than sixty quarter hours in any one department may be counted toward a degree. A total of not more than sixty quarter hours in Art and Music combined, or in either subject, may be counted toward a degree in liberal arts. Not more than ninety-six quarter hours in any two departments, or more than one hundred and eight in any three departments, may be counted toward a degree. In case of a student transferring from another institution, at least eight quarter hours of the work accepted in the department of major interest must be done in residence in this college. In no case may more than nine quarter hours of the sixty in the field of concentration have a grade lower than C.

The field of concentration must include at least one sequence outside the following departments: Art, Education, Music, Physical Education, and Speech.

After the student is admitted to upperclass studies, any variation in his proposed field of concentration involving a change from one department to another must be approved by a faculty committee.

6. The demonstration of ability in a senior examination, designed to test the student's powers in organizing the knowledge of his subject of major interest and his ability to marshal the best available data toward the solution of problems in that field.

7. Those who have had more than one year in residence, and who are not granted permission to do their last year of college work in a professional school, must complete at least forty-five of their last fifty-four hours of college work in residence.

### ELECTIVES

The following privileges and regulations govern the system of free electives:

The normal quota of quarter hours of college work a week is fifteen or sixteen. No student may register for less than twelve hours without permission of the dean. No one may register for more than eighteen hours in any quarter without special authorization.

Seniors may not enroll for courses open to freshmen except by written consent of the instructor. They may be required to do additional work to receive the stated amount of credit.

No student may enroll for a D-course without the written consent of the instructor.

No student shall receive credit for part of a catalogued course. The student shall not be given credit for other than catalogued courses, except by special action of the faculty.

The College reserves the right to withdraw any elective course announced for a given quarter, provided that fewer than five students elect it. Likewise it may limit the number who may elect any course if it is unduly crowded.

### GRADUATION WITH SPECIAL HONORS

Upon nomination of the faculty, a senior of high scholarship may apply for Graduation with Honors. Such a student will be given special opportunities to pursue advanced studies in his field of interest, and to demonstrate his scholarship by a special senior examination or the writing of a thesis, or both. Upon recommendation of the faculty, the candidate will be awarded honors at graduation.

### EXAMINATIONS

Written and oral tests are given from time to time during the year, at the option of the teachers. At the close of each quarter, a written examination of two or three hours is usually given in each course. Students who are absent from such regular final examinations will be granted other examinations at specified times, but an extra charge will be made in each case, unless exemption is granted by the dean's office.

### GRADES AND QUALITY POINTS

Credit at Illinois Wesleyan University depends not only upon the quantity of work done, but also upon its quality. For that reason, a relation has been established between letter grades and quality points.

*Marking System and Point Averages.* The following system is used in marking a student's work:

- A—Credit for superior work, showing a fine degree of individual application, insight, and originality beyond mere absorption of assignments (4 points for each quarter hour).
- B—Credit for very good work, done with intelligent thoroughness and industry (3 points for each quarter hour).
- C—Credit for work of average or irregular quality (2 points for each quarter hour).
- D—Credit for poor work of barely passing quality (1 point for each quarter hour).
- Cr.—Credit. Indicates work of C grade or better (not counted in computing point average).

*Other marks, indicating no credit:*

F.—Failure (must repeat course for credit; zero point for each quarter hour).

Inc.—Incomplete (can be changed to any passing grade or F). Not counted in computing point average. This mark is used in cases where the course requirements are not completed because of circumstances beyond the control of the student.

Con.—Condition (can be changed only to grade D or F). Zero point for each quarter hour. This mark is used to report failure to complete the course requirements where there are no extenuating circumstances.

Wdn.—Officially withdrawn from course while passing (not counted in computing point average).

The maximum time limit for removing marks of Inc. and Con. is one quarter. If a Con. is not removed within one quarter from the date when it is received, it automatically becomes grade F. The mark Inc. always remains Inc. unless the instructor changes it to a passing grade or to a grade of F within one quarter. Neither an Inc. nor a Con. may be changed until four weeks after it has been recorded.

To determine a student's point average, the total number of points earned is divided by the total number of quarter hours' credit for which the student was enrolled, exclusive of those courses in which he has received the mark of Inc. or Wdn. and those in which the mark of Cr. is given.

### PROBATION AND DISMISSAL

All students who fail to earn the quality point averages given below are placed upon probation. Students on probation may enroll for a maximum of 12 hours of academic work.

	Point Average Required
Freshmen . . . . .	1.5
Sophomores . . . . .	1.7
Juniors . . . . .	1.9
Seniors . . . . .	2.0

Students who, in any quarter, have a zero point average are subject to dismissal for poor scholarship. Any student, on such probation for poor scholarship, who fails to earn the required point average indicated above at the end of either of the next two quarters of attendance, is subject to dismissal for poor scholarship.

### CLASSIFICATION OF STUDENTS

All students in the College of Liberal Arts are classified as follows:

1. *UNDERGRADUATE STUDENTS:* Those who are regularly admitted to the College of Liberal Arts and who are candidates for a baccalaureate degree.

*Freshmen:* Students who are enrolled for not less than twelve quarter hours, including English Composition, Personal Psychology, and Physical Education..

*Sophomores:* Students who have at least thirty-nine quarter hours to their credit, including ten hours of English Composition, and who are taking the required sophomore work in Physical Education.

*Juniors:* Students who have no special freshman or sophomore requirements pending and who have at least ninety quarter hours to their credit. At least fifty-four of the ninety quarter hours must have been completed with a grade of C or above.

*Seniors:* Students who have at least one hundred thirty-two quarter hours at the opening of the first quarter of the year will be ranked as seniors, provided they have completed all the required survey courses or their equivalents and provided they will be able to complete all the requirements for graduation during that academic year.

The preceding explanation refers to classification at the beginning of any academic year. No change in classification will be made during the year, except in the case of those who have one hundred fifty hours of college credit at the end of the winter quarter. Such students may be classified as seniors at that time.

II. *UNCLASSIFIED STUDENTS:* Those who are not included in any of the above groups, but who give evidence of ability to pursue with profit the course or courses for which they enroll.



# THE THREE DIVISIONS

The course of study in the College of Liberal Arts is organized under three divisions. The various departments, later described in the same alphabetical order within divisions, may here be viewed together in outline:

## DIVISION I—HUMANITIES

- |   |               |
|---|---------------|
| 1. Art  | 5. Music      |
| 2. Classical Languages (Greek and Latin)            | 6. Philosophy |
| 3. English (Composition and Literature)             | 7. Religion   |
| 4. Modern Languages<br>(French, German and Spanish) | 8. Speech     |

## DIVISION II—NATURAL SCIENCES

- |                               |                   |
|-------------------------------|-------------------|
| 1. Biology and Health Science | 3. Home Economics |
| 2. Chemistry                  | 4. Mathematics    |
| 5. Physics                    |                   |

## DIVISION III—SOCIAL SCIENCES

- |   |                                     |
|---|-------------------------------------|
| 1. Economics and Business<br>Administration | 3. History and Political<br>Science |
| 2. Education and Psychology                 | 4. Sociology                        |

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## 5. Physical Education

The following courses are offered in the College of Liberal Arts during a two-year period. The figure in parentheses following the description of a course indicates the number of quarter hours of credit. The term *minimum sequence* defines the requirements which must be met in a particular department, if it is chosen as one of the two within the student's field of concentration.

Courses numbered A1, A2, etc., are open to freshmen and sophomores only. Courses numbered B1, B2, etc., are designed primarily for underclassmen, but are open to upperclassmen. Certain specified B-courses are

not open to freshmen. C-courses and D-courses are designed for upper-classmen. C-courses are in some instances open to sophomores who have completed a B-course in the same department. C-courses are given in regular class instruction. The D classification indicates seminar or conference courses, open to advanced students with the consent of the instructor.

Courses not otherwise marked, with dates, are offered every year. One part of a course marked *two quarters* or *three quarters* may be taken for credit unless this statement to the contrary is made: *must be taken as a two-quarter (or a three-quarter) course*.

## SURVEY COURSES

### COOPERATING FACULTY

The following survey courses, representing each of the three divisions, are designed to introduce the student to various fields of study. They are not intended to serve as completed summaries of all modern knowledge. The basic problems and standpoints of different fields will be presented in such a way as to show the relationships of the subjects to each other and to the intellectual outlook of the modern man. The student who completes this series of courses should receive a broader and a more unified view of the world in which he lives than has been possible under the older plan of required sampling of one or more specialized courses within groups of studies.

The courses in the Natural Sciences are designed to give an introduction to the materials and objects found in our biophysical world, the techniques used in scientific investigation, and the methods used in scientific reasoning. **NSA1. INTRODUCTION TO THE PHYSICAL SCIENCES.** This is not a short course in each of the several sciences, but one designed to give a broad and appreciative knowledge of the nature of the physical universe, and to show how each of the sciences has contributed to our knowledge of the physical universe and hence to the welfare of mankind.

Along with the study of matter in its massive astronomical and geological forms, a study will be made of the nature of matter itself,—of elements and compounds, of atoms and molecules, of electrons and protons, of atomic structures and atomic energies, and of certain types of chemical changes that these forms of matter undergo. The chemistry of the simpler compounds of carbon will be considered briefly. The course will also include a study of the nature, sources, uses, measurement, and transformations of the various forms of energy. The conservation and degradation of energy will be considered from the standpoint of the well known thermodynamic laws and the kinetic molecular hypothesis. A study of sound and light as wave phenomena will also be made and the principles

thus learned will be used to introduce the student to the simpler aspects of the wave mechanics. Five classes and one three-hour laboratory period a week. (6) One quarter. (Mortimer)

NSA2. *INTRODUCTION TO THE BIOLOGICAL SCIENCES*. "Man and his relationships with other living things" is the central theme of this course. Practical problem areas in which all persons have experiences provide a means of approach which stimulates the student to do original and critical thinking. A core content is presented to and considered by all students in lectures and small group discussion conferences. The following problem areas comprise the core content: (1) securing adequate and proper food; (2) understanding of situations pertaining to reproduction; (3) resisting infection and promoting individual and group health and sanitation; (4) understanding human behavior; (5) securing satisfactory housing; and (6) understanding of theories as to the origin and evolution of life and of man's physical place in the universe. Individualized instruction enables the student to investigate practical problems relevant and pertinent to areas in which he manifests a special interest and for which there is indicated a particular need. Five hours of lecture and conference and three hours of laboratory a week. (6) One quarter. (Wantland)

SSA1, SSA2. *INTRODUCTION TO THE SOCIAL SCIENCES*. This course has four major objectives: (1) to promote intelligent and responsible citizenship; (2) to introduce students to six of the social sciences, and, (3) by means of this introduction, to aid students to make intelligent choices of future courses of study; and (4) to aid students to become familiar with valuable sources of social knowledge.

Social life is a unity, but in order to understand it more completely different social scientists have each studied some limited segment of it. This has given us the sciences of anthropology, ethnology, demography, sociology, economics, and political science. In this course each of these social sciences is dealt with in a manner intended to provide the student with a knowledge of it as a science, and to enable him to comprehend the contribution each of these bodies of knowledge can make to understanding human behavior and social problems. Three lectures and two discussion periods a week. Must be taken as a two-quarter course. (5) Two quarters. (Luerssen, Ratcliffe, Wallis)

B1, B2, B3. *SURVEY OF THE HUMANITIES*. This course is offered jointly by the Departments of Art, English, Classical Languages, Music, Philosophy, and Religion. From their beginnings, in the civilizations of the Ancient East, passing through the Greek and Roman civilizations and the medieval West, the developing outlooks and attitudes of the modern period are traced, with attention given to all the various avenues through which the great minds of each period have sought to interpret the dominant cultural ideas of their own time. Through such an approach the student is enabled to trace the dramatic story of man's constant quest for beauty,

truth and goodness, gaining a synthetic and organic view, not a fragmentary and disjointed one, as is so frequently the case under traditional methods. Three lectures and one discussion period a week. Must be taken as a three-quarter course. (4 or 5) Three quarters. (Browns, Chase, Hazard, Husted, Loomis, Schultz)

C22. *FAMILY RELATIONSHIPS*. An elective survey course designed to coordinate information, literature and scientific data from a number of fields, in order to acquaint the student with the fundamental importance and far-reaching effects of family relationships in modern life. The course includes discussion of the history and social structure of the family, preparation for marriage, marriage adjustments, the family budget, reproduction, the role of parents and children in family life, religion in family life, and values in family life. Offered jointly by teachers from the Departments of Biology, Economics, Education, Home Economics, Philosophy, and Sociology. Prerequisite: Junior or Senior standing. Offered 1944-45 and alternate years. (4) One quarter. (Beadles, Browns, Felsted, Ratcliffe, Saar, Wantland)

D5. *SURVEY OF LATIN AMERICA*. A weekly seminar on the social, economic, and political life of the Latin-American countries. (3) One quarter. (P. Dooley)

## DIVISION I—HUMANITIES

Chairman—PROFESSOR SCHULTZ

Secretary, 1945-48—PROFESSOR BROWNS

\* Representative on Liberal Arts Council, 1945-46—

ASSISTANT PROFESSOR DUDLEY

### (I) ART

PROFESSOR LOOMIS, MR. MCKNIGHT†, MR. ALDRICH, MR. DAVIS,  
MISS ROBINSON

Art may form a sequence within the field of concentration for the B.A. degree. Two years of a foreign language must be taken by those choosing Art as their subject of major interest. See *Upperclass Studies*. For full description of the Department of Art, see School of Music section of this catalogue.

*Minimum Sequence*: 24 quarter hours.

\* The Liberal Arts Council is composed of the dean, the three division chairmen, the three division secretaries (elected), and three special representatives (elected), one from each division.

† On leave of absence for military service.



*Courses for Underclassmen*

- B1, B2, B3. *DRAWING*. (3) Three quarters.  
 B4, B5, B6. *DESIGN*. (3) Three quarters.  
 B7, B8, B9. *LIFE DRAWING*. (1) Three quarters.  
 B10. *ART APPRECIATION*. (1) One quarter.  
 C1, C2, C3. *PAINTING*. (3) Three quarters.  
 C4, C5. *POSTER AND LETTERING*. (2) Three quarters.  
 C6. *ANCIENT ART*. Offered in alternate years. (3) One quarter.  
 C7. *MEDIEVAL ART*. Offered in alternate years. (3) One quarter.  
 C8. *RENAISSANCE ART*. Offered in alternate years. (3) One quarter.  
 C9. *CONTEMPORARY ART*. Offered in alternate years. (3) One quarter.  
 D1, D2, D3. *PROJECTS*. Credit arranged. Three quarters.

## (2) CLASSICAL LANGUAGES AND LITERATURES

PROFESSOR CHASE

## NON-LANGUAGE COURSES

The following courses do not require a knowledge of Greek or Latin.

*Courses for Upperclassmen*

- C3. *THE PRIVATE LIFE OF THE ROMANS*. Study of their everyday habits, beliefs, and interests. Lectures, with book reports and an examination on a summary of the lectures. Accepted toward a sequence in history. (3) One quarter.  
 C4. *THE PRIVATE LIFE OF THE GREEKS*. Similar to C3, above. Accepted toward a sequence in history. (3) One quarter.

## LANGUAGE COURSES

*Minimum Sequence*: 27 quarter hours, in one language.

## GREEK

*Course for Underclassmen*

- B1, B2, B3. *BEGINNERS' COURSE IN GREEK*. Machen's text-book (for Biblical Greek) or White's (for classical) will be used, leading to readings from the New Testament, or from Xenophon. Must be taken as a year course. Prerequisite: Consent of instructor. (4) Three quarters.

*Courses for Upperclassmen*

- C1, C2, C3. *ADVANCED GREEK*. Readings in Xenophon, Homer, Plato, and the dramatists, or in the New Testament, affording a complete se-

quence for capable students. This course may be repeated. (1 to 3). One quarter each.

### LATIN

The objectives of college study of Latin are mastery of the technical difficulties of the language, appreciation of the literary art of the great Roman writers, and greater skill in the use of English, derived from intensive study of sentence structure and vocabulary.

#### *Courses for Underclassmen*

A1, A2, A3. *BEGINNERS' COURSE IN LATIN*. Study of forms, syntax, word-order, and a definite vocabulary, leading to reading of Caesar. Must be taken as a year course. (4) Three quarters.

B1. *CICERO*. Thorough review of Latin grammar, and readings from the orations. Four class sessions a week, with outside work for fifth hour of credit. Prerequisite: 2 units of high-school Latin, or courses A1, A2, A3, above. (5) One quarter.

B2. *VERGIL'S AENEID*. Similar to B1, above. Prerequisite: 2 units of high-school Latin, or course B1. (5) One quarter.

B3. *ROMAN COMEDY*. Similar to B1, above. Prerequisite: Consent of instructor. (5) One quarter.

#### *Courses for Upperclassmen*

C1, C2, C3. *ADVANCED LATIN*. Readings in Tacitus, Roman Satire, Horace, Cicero, Vergil, and medieval and modern Latin for capable students who wish to enlarge the scope of their study. This course may be repeated. (2 or 3). One quarter each.

D1, D2, D3. *LATIN CONFERENCE*. Latin Composition, Latin Vocabulary. Teaching of Latin. Background of Latin. Work in these subjects is offered according to need of advanced students. The course may be repeated. (1 or 2). One quarter each.

### (3) ENGLISH

PROFESSOR SCHULTZ, ASSISTANT PROFESSOR WHITE, PROFESSOR CHASE,  
ASSISTANT PROFESSOR MOORE, MR. COOK

The following specific purposes underlie the program of the Department of English: (1) to develop greater skill in the written use of the English language; (2) to develop a better knowledge and a finer appreciation of the field of literature in English, both for cultural value and for personal enjoyment. Vocational interests are served through general preparation for graduate courses in English, teaching of English in high schools, journalism and other professional writing, study in speech, especially dramatics, and library work.

Two years of a foreign language are required of those choosing English as their subject of major interest. For such students, courses in English History and American History are recommended. The Survey of the Humanities, which is a college requirement for graduation, and in which the English staff is represented, broadly supplements the courses of this department.

\**Minimum Sequence* (in English Literature): 24 quarter hours, including courses B1, B2, and excluding courses A1, A2, B5, B6, D8 and D10. Students selecting English for their first sequence must take, in addition to B1, B2, the following specific courses: C1, C2; D1 or D3; D10.

## COMPOSITION

### *Courses for Underclassmen*

A1, A2. *ENGLISH COMPOSITION*. A practical course in reading and writing, required of all freshmen except those excused on the basis of high marks in the English placement test. (5) Two quarters. (White, Chase, Moore, Cook)

B5, B6. *PROJECT WRITING*. Practice in various literary forms, with artistic work as the chief objective. Prerequisite: A1, A2 or a high mark in the English placement test. (4) Two quarters. (White)

B7. *NEWS WRITING*. Prerequisite: A1, A2 or a high mark in the English placement test. Not offered for the duration of the war. (3 or 4) One quarter. (Cook)

## LITERATURE

### *Course for Underclassmen*

B1, B2. *BRITISH LITERATURE*. A course, historical and critical, giving a general view of British literature, exclusive of the novel and the drama. Some attention is paid to the history of the English language. All who expect to do advanced work in English Literature (C and D courses) must take this course as a basic outline before specialization. Prerequisite: Sophomore standing. (5) Two quarters. (Schultz)

### *Courses for Upperclassmen*

C1, C2. *AMERICAN LITERATURE*. The growth of American literature, exclusive of the novel and the drama, and its reflection of American life. Prerequisite: B1, B2. (5) Two quarters. (Schultz)

C3, C4. *ENGLISH DRAMA*. The history and development of drama in English, excluding Shakespeare. Prerequisite: B1, B2. (4) Two quarters. (Schultz)

C5. *SHAKESPEARE*. A study of the more important plays of Shakespeare, with some attention to his life and period. Prerequisite: B1, B2. Offered 1945-46 and alternate years. (4) One quarter. (Schultz)

C7. *EIGHTEENTH-CENTURY LITERATURE*. A study of selected British authors from Defoe to Burns, exclusive of the novel and the drama. Prerequisite: B1, B2. Offered 1946-47 and alternate years. (4) One quarter. (Schultz)

C9. *NINETEENTH-CENTURY POETS*. Representative British poets of the Romantic and Victorian periods. Prerequisite: B1, B2. Not offered for the duration of the war. (White)

C11. *CHILDREN'S LITERATURE*. A study of standard works in world literature for children, especially English, including recent examples. This course should have practical value for parents, teachers and librarians. Prerequisite: B1, B2. Offered 1946-47 and alternate years. (3) One quarter. (White)

C15, C16. *CONTEMPORARY LITERATURE*. A reading course devoted to twentieth-century literature, including representative British and American novels, works of non-fiction, and poetry. Some foreign language authors are read in translation. Frequent informal discussions, directed by students. Prerequisite: A1, A2 or B5, B6. (3) Two quarters. (White)

D1. *TYPES OF POETRY*. An examination of the various types of poetry in English, with especial attention to the folk-ballad and the lyric. Must be taken as a three-quarter course. Prerequisite: Consent of instructor. Offered 1946-47 and alternate years. (2) Three quarters. (Schultz)

D3. *ENGLISH PROSE FICTION*. The origin and changing forms of the English novel, with a brief view of the short story as a type. Must be taken as a three-quarter course. Prerequisite: Consent of instructor. Offered 1945-46 and alternate years. (2) Three quarters. (Schultz)

D8. *THE TEACHING OF ENGLISH*. A course dealing mainly with literature and designed exclusively for students having a teaching sequence in English. Prerequisite: 24 quarter hours in English Literature (including B1, B2 and C1, C2), counting work in progress. Education credit only. Offered 1945-46 and alternate years. (3) One quarter. (White)

D10. *SENIOR REVIEW*. A course in supervised reading for students who expect to graduate with a first sequence in English and wish to review for the departmental examination. (2) One quarter. (Schultz)

#### (4) MODERN LANGUAGES AND LITERATURES

PROFESSOR C. FERGUSON, ASSISTANT PROFESSOR YOUNG,  
PROFESSOR CHASE

The purpose of the instruction in this department is to acquaint the student with the vocabulary, structure, and idiomatic forms of French, German and Spanish. Along with the attainment of this essential foundation, students will be given opportunity to acquaint themselves with the life, culture and rich literatures of the peoples whose languages they are pursuing.

*Minimum Sequence:* 30 quarter hours in one language.



## FRENCH

PROFESSOR C. FERGUSON, ASSISTANT PROFESSOR YOUNG

*Courses for Underclassmen*

- B1, B2, B3. *FIRST YEAR FRENCH*. Must be taken as a year course. (5) Three quarters. (C. Ferguson)
- B4, B5. *INTERMEDIATE FRENCH*. Grammar review. Composition and conversation. Drill in French idioms. Reading from modern French novels and plays. Outside readings. Prerequisite: B3 or its equivalent. (5) Two quarters. (C. Ferguson)

*Courses for Upperclassmen*

- C1. *COMPOSITION AND CONVERSATION*. Prerequisite: Two years' preparation. (5) One quarter. (C. Ferguson)
- C3. *FRENCH DRAMA*. Prerequisite: Two years' preparation. Offered 1946-47 and alternate years. (5-8) One or two quarters. (C. Ferguson)
- C5. *FRENCH NOVEL*. Prerequisite: Two years' preparation. Offered 1945-46 and alternate years. (5-8) One or two quarters. (C. Ferguson)
- D1, D2. *SURVEY OF FRENCH LITERATURE*. Prerequisite: Three years' preparation. (5) Two quarters. (C. Ferguson)
- D3. *PRACTICAL PHONETICS*. Prerequisite: Two years of French or consent of instructor. Offered 1945-46 and alternate years. Required of all students who plan to teach French. (3) One quarter (Ferguson)
- D4. *FRENCH CONFERENCE*. (1) One quarter. (C. Ferguson)
- D12. *THE TEACHING OF ROMANCE LANGUAGES*. Required of all students who plan to teach French or Spanish. Equivalent to Education D12. Does not count toward a major in French. Prerequisite: Consent of instructor. Offered 1946-47 and alternate years. (3) One quarter. (Young)

## GERMAN

PROFESSOR CHASE

*Courses for Underclassmen*

- B1, B2, B3. *FIRST YEAR GERMAN*. Must be taken as a year course. (5) Three quarters. (Chase)

*Courses for Upperclassmen*

- C1, C2. *INTERMEDIATE GERMAN*. Grammar review. Composition and conversation. Reading from modern German novels and plays. Prerequisite: B3 or its equivalent. (5) Two quarters. (Chase)
- C7, C8. *SCIENTIFIC GERMAN*. Prerequisite: Two years' preparation, or consent of instructor. (3) One quarter. (Chase)

## SPANISH

## ASSISTANT PROFESSOR YOUNG

*Course for Underclassmen*

B1, B2, B3. *FIRST YEAR SPANISH*. Must be taken as a year course. (5) Three quarters.

B4, B5. *INTERMEDIATE SPANISH*. The texts read illustrate both Spanish and Spanish-American life. Practice in speaking and writing Spanish continues through the year. (5) Two quarters.

*Course for Upperclassmen*

C1, C2, C3. *COMPOSITION AND CONVERSATION*. Prerequisite: Two years' preparation. (2) Three quarters.

C4. *SURVEY OF SPANISH LITERATURE*. Prerequisite: B5 or its equivalent. (5) One quarter.

## (5) MUSIC

## FACULTY OF SCHOOL OF MUSIC

Students in the College of Liberal Arts who take work in Music must be enrolled in both the College of Liberal Arts and the School of Music.

Music may form a sequence within the field of concentration for the B.A. degree. See *Upperclass Studies*. Students choosing Music as their field of major interest should complete at least thirty-six hours, of which twenty-four may be in theory and twelve in applied music in one department. Two years of a foreign language must also be taken.

Unless there is definite statement to the contrary, the courses listed below require special fees. For fuller descriptions, see School of Music section in this catalogue.

*Minimum Sequence*: 27 quarter hours, of which 18 must be in theory.

*Courses for Underclassmen*

A1, A2, A3. *HARMONY AND EAR TRAINING*. Must be taken as a year course. (4) Three quarters. (Harder)

B1, B2, B3. *HARMONY AND SIGHT SINGING*. Must be taken as a year course. Prerequisite: Harmony and Ear Training, A1, A2, A3. (4) Three quarters. (Smith)

B5, B6, B7. *MUSIC APPRECIATION*. Must be taken as a year course. No special fee required. (3) Two quarters. (Husted)

*Courses for Upperclassmen*

C1, C2, C3. *COUNTERPOINT*. Must be taken as a year course. Prerequisite: Harmony and Sight Singing, B1, B2, B3. (2) Three quarters. (Smith)

C5, C6, C7. *MUSIC HISTORY*. Must be taken as a year course. No special fee required. (2) Three quarters. (Husted)

D1, D2, D3. *MUSICAL FORM AND ANALYSIS*. Must be taken as a year course. Prerequisite: Counterpoint, C1, C2, C3. (3) One quarter. (Smith)

D5, D6, D7. *ORCHESTRATION*. Must be taken as a year course. Prerequisite: Counterpoint, C1, C2, C3. (2) Three quarters. (Scott)

*APPLIED MUSIC*. Voice, piano, organ, violin, 'cello, and all orchestral and band instruments. (1 or 2) Each quarter.

*UNIVERSITY CHORUS*. (½) Two quarters.

*UNIVERSITY ORCHESTRA*. (1) Three quarters.

*CONCERT BAND*. (1) Three quarters.

## (6) PHILOSOPHY

PROFESSOR BROWNS

The student should add both breadth and depth to his outlook on life through the study of basic questions concerning the nature of man and his world, the discrimination of values, and the final tests of truth. Some outlook upon these problems is assumed or explicitly asserted by all scientists, men of letters and founders of religions. Philosophy, therefore, finds itself related to all other branches of the curriculum. The courses in Philosophy are designed to aid the student in the formation of a point of view from which the wealth of human experience may be interpreted constructively.

*Minimum Sequence*: 24 quarter hours, including course C2 or C4.

*Course for Underclassmen*

B1. *INTRODUCTION TO REFLECTIVE THINKING*. Concrete examples of problem solution serve to illustrate the fundamental principles of valid reasoning. (5) One quarter.

*Courses for Upperclassmen*

C1. *ETHICS*. Centered around current personal, political and social problems, the discussions are organized to develop a method whereby the student may reach reasoned solutions of his own problems of conduct. (5) One quarter.

C2. *INTRODUCTION TO PHILOSOPHICAL PROBLEMS*. A discussion of certain basic problems relating to the nature and grounds of knowl-

edge, the nature and destiny of man, and the final character and ground of the universe of reality in which he lives. Offered 1945-46 and alternate years. (5) One quarter.

C4. *PLATO AND THE GREEKS*. Following an examination of Plato's intellectual background, the course centers around an examination of his most important work, *The Republic*. Attention will be given to Plato's major contemporaries and to the influence of Greek thought up to the modern period. Offered 1946-47 and alternate years. (5) One quarter.

C5. *HISTORY OF MODERN PHILOSOPHY*. The development of modern philosophy, with selected readings from the works of outstanding men. (5) One quarter.

D1. *PSYCHOLOGY OF RELIGION*. A study of the religious consciousness and its development; its various types; the development and maintenance of cult; worship and its adaptation to the needs of the worshiper. Prerequisite: An introductory course in Psychology. Offered 1945-46 and alternate years. (5) One quarter.

D4. *POLITICAL PHILOSOPHY*. A study of the nature and functions of the State, particularly concerning the ethical basis of the control of individuals and groups within the State. The conflicting doctrines of our day will be examined. Offered 1946-47 and alternate years. (5) One quarter.

D5. *PHILOSOPHY CONFERENCE*. Problems for individual study, with frequent conferences with the instructor. (3) One quarter.

## (7) RELIGION

### PROFESSOR HAZZARD

The following objectives are uppermost in the work of this department: knowledge of religion as necessary to an understanding of the development of human society; appreciation of religion as a significant way of life; a strongly ethical attitude toward the modern social order; greater efficiency in serving the church and community; and preparation for those who go on to seminary study.

A course in Religion is required for graduation and must be taken in either the freshman or sophomore year. See section three of Underclass Studies.

Two years of a foreign language are required of those choosing Religion as their subject of major interest. Students expecting to take graduate work in Religion are advised to elect Greek or German.

Students interested in Religious Education as a field for graduate study should prepare themselves by completing a sequence chosen from the following courses, in addition to those offered in the Department of Religion: Education B2, B3, C2, C3; Philosophy C1, D1.

*Minimum Sequence:* 22 quarter hours.



*Courses for Underclassmen*

A1. *BIBLICAL BASIS OF MODERN CULTURE*. This course is built on the thesis that most of the great ideas of our social order root back in the Bible, and that a knowledge of them as they appear there is essential to an understanding of contemporary society. Required for graduation. (3) One quarter.

B1. *JESUS AND MODERN SOCIAL PROBLEMS*. A study of Jesus, and of the bearing of his teachings on present-day social relationships. (3) One quarter.

B2. *AN INTRODUCTION TO THE OLD TESTAMENT*. (5) One quarter.

B4. *AN INTRODUCTION TO THE NEW TESTAMENT*. (5) One quarter.

These courses are designed to introduce students to the body of literature which makes up the Bible. The history of Bible times, and the background and content of the books, will be studied.

B5. *PRINCIPLES AND METHODS OF RELIGIOUS EDUCATION*. This course is designed for the non-professional or professional student who desires training that will enable him to work more effectively in the local church. Both methods and curriculum will be studied. (5) One quarter.

*Courses for Upperclassmen*

C1. *RELIGIONS OF THE WORLD*. A study of the important religions of mankind, viewing each in relation to its contemporary civilization in order to determine its nature, significance, and permanent worth. (5) One quarter.

C3. *HISTORY OF CHRISTIANITY*. A survey of the development of the Christian religion and a study of the relation of the movement in every period to contemporary social and political conditions. (5) One quarter.

C4. *CHRISTIANITY IN THE MODERN WORLD*. A course designed to aid the student in thinking through his religion in the light of its modern scientific and social setting, and to correlate and unify the knowledge gained in the several departments of the college to form a Christian philosophy of life. (5) One quarter.

D1, D2. *RELIGION SEMINAR AND CONFERENCE*. Offered according to the needs of advanced students. May be repeated. Enrollment by consent of the instructor. (2) One quarter.

## CURRICULUM FOR CHURCH ASSISTANTS

In connection with the Department of Religion, a field of concentration is offered, designed to prepare young women for positions as church assistants.

Those who enroll for this course will take the usual subjects leading to a Bachelor of Arts degree. They will have a major in religion, including work in the Bible, the history of religion, and the principles and methods of religious education; instruction preparing for work with church choirs; courses in typing, shorthand, and the principles of accounting; work in either music or speech, or both; and from 9 to 12 hours each of psychology and sociology. In addition they will have three years of practical experience in some of the churches of Bloomington-Normal: a year in Sunday School teaching, a year in a church office, and a year in church visitation and youth work, all under competent supervision.

Inquiries should be addressed to Dr. L. B. Hazzard, Professor of Religion, supervisor of the course.

## (8) SPEECH

### ASSISTANT PROFESSOR DUDLEY

The Department of Speech offers training in fundamentals, oral interpretation, acting, dramatic production, argumentation, discussion, voice science, and radio.

For the duration of the war emergency, this department will not offer a major sequence of courses. Students who major in English, Art, or a related field, may take a minor sequence of courses in the Department of Speech.

Courses are designed for four student needs: (1) speech education as a part of a liberal education; (2) training for the professions; (3) preparation for the teaching of speech; and (4) the direction of dramatic work in high schools or community recreation work.

Additional training is offered in the extra-curricular activities provided by Masquers, Theta Alpha Phi, the Little Theatre, Pi Kappa Delta, and the forensic program.

*Minimum Sequence:* 23 quarter hours, including courses B1, B2, C8, and either C1 or C2.

### *Courses for Underclassmen*

B1, B2. *FUNDAMENTALS OF SPEECH.* Study in speech sounds, voice training, vocabulary building, the preparation and delivery of speeches, and a general survey of the fields of speech. This course is required of all students who expect to obtain a minor sequence in Speech. Both quarters required for credit except for those who elect B3. (3) Two quarters.

B3. *BUSINESS AND PROFESSIONAL SPEECH.* The principles of business speaking, types of business talks, and methods of conducting and participating in personal and group conferences. Prerequisite: B1. The prerequisite may be waived for juniors and seniors on consultation with instructor. Offered 1945-46 and alternate years. (3) One quarter.

B4, B5. *ORAL INTERPRETATION OF LITERATURE*. The principles of interpretative reading and practice in reading various types of prose selections, narrative, lyric, and dramatic poetry, and selections from the drama. Must be taken as a two-quarter course. Prerequisite: B2. Offered 1946-47 and alternate years. (3) Two quarters.

B6. *ACTING*. Instruction and practice in the reading of lines, characterization, and the technique of acting. The problem approach will be used in this course. Prerequisite: B2. Offered 1945-46 and alternate years. (4) One quarter.

B7. *PLAY PRODUCTION*. A brief survey of the history of the theatre, a study of the forms of drama, and training in the principles of play directing, organizing, casting, rehearsing, and kindred problems. Courses B7 and B8 must be taken in sequence. Prerequisite: B4 or B6. (5) One quarter.

B8. *STAGECRAFT*. Study and training in scenic design, stage practice, stage lighting, and makeup; and organization of production crews and committees. Students electing this course will participate in three lecture-discussions and one three-hour laboratory period a week. Prerequisite: B7. (4) One quarter.

#### *Courses for Upperclassmen*

C1. *ARGUMENTATION AND DEBATE*. Fundamentals of argumentation. Training in investigation, analysis, briefing, and debate. The current debate proposition will be used as a basis for study. Prerequisite: B2 or consent of instructor. Offered 1945-46 and alternate years. (4) One quarter.

C2. *DISCUSSION*. Fundamentals of reasoning as applied to the principles of conducting and participating in formal and informal group discussions. Prerequisite: B2 or consent of instructor. Offered 1946-47 and alternate years. (4) One quarter.

C5. *RADIO SPEECH*. Fundamentals of radio broadcasting, including the analysis of program types; planning, construction and presentation of original features; adaptation of plays and short stories for broadcasting. The radio station WJBC, with studios both on the campus and in downtown Bloomington, furnishes a convenient and valuable laboratory. Students electing this course must register for all three quarters; no credit will be given for less. Prerequisite: B2. (2) Three quarters.

C8. *VOICE SCIENCE*. An intensive study of phonetics as a basis of correct sound formation, the physiological basis of speech, and drill in forming the speech sounds correctly. Voice recordings will be made of the student both at the beginning and at the end of this course. Required of students with a minor sequence in Speech. Prerequisite: B2. (3) One quarter.

## DIVISION II—NATURAL SCIENCES

Chairman—PROFESSOR MORTIMER

Secretary, 1945-48—PROFESSOR WANTLAND

Representative on Liberal Arts Council, 1945-46—

PROFESSOR HUNT

## (1) BIOLOGY AND HEALTH SCIENCE

PROFESSOR WANTLAND

*General Aim:* To offer guidance in and to promote the practice of prudent and efficient application of knowledge and generalizations from the study of the biological sciences toward the furtherance of the democratic way of life.

The specific objectives of the Department of Biology and Health Science are:

1. To work toward the establishment of the scientific method of approach and the scientific way of thinking through:
  - (a) Encouragement and stimulation of initiative with reference to experimentation.
  - (b) Studying methods of approach step by step in solving problems; promoting rational and logical thought processes.
  - (c) Encouragement and cultivation of ability to locate material in libraries and other sources relevant to problems.
  - (d) Cultivation of sound and fair evaluation of results.
2. To promote a broad understanding of biological principles as they relate to man and his relationships with other living things.
3. To develop skill in the use of the microscope and other special instruments used in the study of biological science.
4. To increase concern for better health and greater knowledge of disease through:
  - (a) Study of the structure of the human body and the function of its parts.
  - (b) Study of the etiology, symptoms and prevention of disease.
  - (c) Stimulating greater interest in individual and community hygiene and sanitation.
5. To encourage and cultivate an appreciation of the rights of others, patience and tolerance through:
  - (a) Development of the ability to see and consider all opinions—all sides to a problem.
  - (b) Cultivation of the habit of withholding judgment until problems have been studied thoroughly.



Students presenting Biology as a first sequence for graduation are expected to take at least 12 hours of Physical Science. One year of a foreign language in college is required for the B.S. degree.

*Minimum Sequence:* 28 quarter hours, including B1, B2.

*Courses for Underclassmen*

B1. *GENERAL ZOOLOGY*. A course designed to acquaint the student with the classification of animals, their structure, activities, habitats and relationship to man. Four hours of lecture and conference and six hours of laboratory a week. (6) One quarter.

B2. *GENERAL BOTANY*. A course designed to acquaint the student with the classification of plants, their structure, activities, habitats and relationship to man. Four hours of lecture and conference and six hours of laboratory a week. (6) One quarter.

B3. *ANATOMY AND PHYSIOLOGY*. A detailed study of the structure and functions of the organs and systems of the mammalian body. Two hours of lecture and three hours of laboratory a week. Must be taken as a two-quarter course. (6) Two quarters.

B4. *MICROBIOLOGY*. An introduction to bacteria and other micro-organisms, with special emphasis on their relation to disease. Two hours of lecture and three hours of laboratory a week. For student nurses. (3) One quarter.

B5. *SANITATION AND HYGIENE*. A study of personal and community health problems. Three hours of lecture and conference a week. (3) One quarter.

*Courses for Upperclassmen*

C1. *COMPARATIVE ANATOMY*. A comparative study of the structure of representative chordates from the standpoint of functional and genetic relationships. Four hours of lecture and conference and six hours of laboratory a week. Prerequisite: B1. Offered 1946-47 and alternate years. (6) One quarter.

C2. *EMBRYOLOGY*. A study of the processes involved in developmental mechanics. The formation of tissues, organs, and systems is studied in the chick and pig embryos and comparisons made with developmental stages in the human. Four hours of lecture and conference and six hours of laboratory a week. Prerequisite: B1. Offered 1945-46 and alternate years. (6) One quarter.

C3. *PARASITOLOGY*. An intensive study of certain plant and animal parasites producing disease in man. Selections of organisms for study include bacteria, protozoa, helminthes, and arthropods. Four hours of lecture and conference and six hours of laboratory a week. Prerequisite: B1, B2. (6) One quarter.

C4. *GENETICS*. A study of the principles of heredity and the laws governing variation. Prerequisite: B1, B2, or general biology survey

course. Two hours of lecture and conference and three hours of laboratory a week. (3) One quarter.

D1. *BIOLOGY CONFERENCE*. Individual problems in various areas of Zoology or Botany (Invertebrate Zoology, Ecology, Histology, Genetics, Parasitology, Physiology). Open only to advanced students in the department. (2) Each quarter.

## (2) CHEMISTRY

PROFESSOR MORTIMER

The training of the young chemist must include not only a mastery of the fundamental principles of Chemistry, but also a considerable knowledge of the subject matter of certain related fields. Mathematics and Physics are among the best supporting subjects for those whose interest is in physico-chemical lines or industrial chemistry. Physiology and Bacteriology are essential to those who expect to work in bio-chemistry. One year of a foreign language in college is required for a B.S. degree; the ability to read scientific German (and French, if possible) is almost indispensable in every line of chemical research. And, since it is quite as important for the chemist to know how to handle money and men as it is to handle materials, a knowledge of the principles of Economics and Sociology is highly desirable.

Students expecting to specialize in Chemistry will find that the following suggested curriculum, together with the proper selections of electives, will give them a good basic training in human relationships; and will equip them (1) to meet the requirements for entering the graduate schools of the large universities, (2) for teaching positions in high schools and assistantships in university laboratories, and (3) for entering industrial laboratories as research and operating chemists.

First year: General Chemistry; College Algebra and Trigonometry; English Composition; Social Science Survey; Physical Education.

Second year: Organic Chemistry; Differential and Integral Calculus; Humanities Survey; Bacteriology, and Anatomy and Physiology; Physical Education.

Third year: Analytical Chemistry; General Physics; First Year German; Electives.

Fourth year: Physical Chemistry, and Characterization of Organic Compounds; Scientific German; Electives.

*Minimum Sequence: 27 quarter hours.*

### *Courses for Underclassmen*

A6. *CHEMISTRY FOR NURSES*. A course designed especially for nurses in training at Brokaw and Mennonite hospitals. Classroom, 24, Laboratory, 36 hours. (3) One quarter.

B1, B2. *GENERAL CHEMISTRY*. A thorough study of fundamental principles and the chemistry of the elements, including systematic procedures for the qualitative analysis of the common ions. This course is

prerequisite to all C and D courses in this department. Chemists, pre-medics, pre-engineers and others needing a foundation in chemistry should take this course. Classroom, 96, Laboratory, 120 hours. (6) Two quarters. B3. *QUALITATIVE ANALYSIS*. The theory and techniques of qualitative analysis of the ions. Classroom, 24, Laboratory, 36 hours. Prerequisite: B1. (3) One quarter.

### *Courses for Upperclassmen*

C1, C2. *ORGANIC CHEMISTRY*. The aliphatic and aromatic series and their more important derivatives. The laboratory work will include some advanced preparations and elementary qualitative organic analysis. Classroom, 96, Laboratory, 120 hours. Prerequisite: B1. Offered 1946-47 and alternate years. (6) Two quarters.

C5, C6. *QUANTITATIVE ANALYSIS*. The theory and techniques of volumetric, gravimetric and physical methods of quantitative analysis. Classroom, 72, Laboratory, 200 hours. Offered 1945-46 and alternate years. Prerequisite: B1 (6) Two quarters.

C7. *PHYSICAL CHEMISTRY FOR PRE-MEDICS*. A brief course not requiring calculus, especially designed for students going into medicine or dentistry. Classroom, 36 hours. Prerequisite: Two courses in chemistry. Offered 1946-47 and alternate years. (3) One quarter.

D1, D2. *PHYSICAL CHEMISTRY*. Selected topics: states of division, thermodynamics, solutions, colloids, equilibrium, kinetics, electrochemistry, photochemistry, radioactivity, atomic structure, etc. Prerequisite: two courses in chemistry, general physics and calculus. Classroom, 96, Laboratory, 120 hours. Offered 1945-46 and alternate years. (6) Two quarters.

D4. *CHARACTERIZATION OF ORGANIC COMPOUNDS*. Classroom, 24, Laboratory, 36 hours. Offered 1946-47 and alternate years. Prerequisite: C1 (3) One quarter.

## (3) HOME ECONOMICS

### PROFESSOR SAAR

Because a large majority of women become homemakers after leaving college it is highly desirable that they be equipped with the knowledge, skill and understanding which will enrich and make more efficient their lives in that capacity. The courses offered in this department are planned to meet the needs of the following groups of students: (1) Those who wish an understanding of the scientific, economic, aesthetic and cultural aspects of homemaking. (2) Those who wish to teach. (3) Those who wish to specialize in some related vocational field.

Students electing Home Economics as their field of major interest will be required to take supplementary courses in related sciences according to their individual and vocational needs. These students should confer



with the head of the Department of Home Economics, as early in their college career as possible, concerning their sequence of courses.

One year of a foreign language is required of students whose major interest is in this department.

Survey C22 may be counted for credit in Home Economics.

Course D10 must be taken if the student is to be recommended for teaching Home Economics.

*Minimum Sequence:* 24 quarter hours, including courses B2, B4, C6, and either C3 or C4.

### *Courses for Upperclassmen*

B1. *HOME NURSING*. Offered 1945-46 and alternate years. (3) One quarter.

B2. *THE HOUSE*. An attempt is made to apply the principles of art and science to house planning and interior decoration. It includes a study of housing problems and their significance. Actual materials are used in working out decorative schemes for interiors, and a study of period furniture is included. Two lectures and two laboratory periods a week. Offered 1945-46 and alternate years. (4) One quarter.

B3. *FOODS AND NUTRITION*. A scientific study of an adequate diet: the production, manufacture, nutritive value and chemical composition of foods, their changes in digestion, functions in nutrition, and principles underlying food preparation. Two lectures and three laboratory periods a week. (5) One quarter.

B4. *MEAL PLANNING AND SERVING*. Includes a study of marketing, meal planning and serving. The planning and serving of meals. Prerequisite: B3. (4) One quarter.

B5. *ESSENTIALS OF NUTRITION FOR NURSES*. (3) One quarter.

B6. *CLOTHING AND TEXTILES*. Lecture and laboratory work in textiles and in clothing construction. The latter includes the use and alteration of the commercial pattern, hand and machine sewing, and garment and personality analysis. A study is made of the personal expense account and clothing budget. Two lectures and three laboratory periods a week. (5) One quarter.

### *Courses for Upperclassmen*

C3. *CHILD DEVELOPMENT*. The development, care and training of the infant and pre-school child. Offered 1945-46 and alternate years. Prerequisite: Junior standing. (4) One quarter.

C4. *HOME MANAGEMENT*. The formulation of standards for the establishment of a home. An attempt is made to ascertain the factors which have an influence upon the maintenance of successful home life. Discussion and attempted solution of all types of home management problems.



Open to juniors and seniors. Offered 1946-47 and alternate years. (4) One quarter.

C6. *ADVANCED CLOTHING*. Wardrobe planning for the individual and family, including a study of children's clothing. The psychology and economics of clothing. The history of costume. Laboratory problems in costume design and in advanced clothing construction. One lecture and two laboratory periods a week. Prerequisite: B5. (4) One quarter.

D1. *DIETETICS AND NUTRITION*. An advanced course dealing with the biological analysis of foods and their functions in metabolism. Study is made of the comparative nutritive value of foods by setting up dietaries on different cost levels. Includes a study of special diets and of diet in disease. Requires a comprehensive background in Biology and Chemistry. Four lectures and one laboratory period a week. Offered 1946-47 and alternate years. Prerequisite: B4 and consent of instructor. (5) One quarter.

D2. *HOME ECONOMICS CONFERENCE*. (1) One quarter.

D3. *COSTUME DESIGN*. In this course the student designs clothing suited to different ages, personality types, occasions, materials, and cost levels. Prerequisite: C6 and consent of instructor. Offered 1945-46 and alternate years. (3) One quarter.

D4. *COSTUME DESIGN*. This course deals primarily with clothing construction. Prerequisite: C6, D3, and consent of instructor. Offered 1945-46 and alternate years. (3) One quarter.

D10. *THE TEACHING OF HOME ECONOMICS*. Includes a history of the development of Home Economics, a setting up of present aims and objectives, and teaching methods; also observation and practice in planning courses and lessons. This course is credited by the Department of Education; it does not count toward a sequence in Home Economics, but is required before recommendation to teach will be given. Offered 1945-46 and alternate years. Prerequisite: B2, B4 and C6. (4) One quarter.

## (4) MATHEMATICS

PROFESSOR HUNT, ASSISTANT PROFESSOR MUHL

The purpose of the Department of Mathematics is two-fold. First, it seeks to give students some acquaintance with one of the older branches of knowledge and to instill habits of rigorous thinking. The second purpose is to equip students of other departments with the mathematical training they need for their work.

One year of French or German is required of all students whose first sequence is in Mathematics.

*Minimum Sequence:* 24 quarter hours, including courses C1, C2.

A1. *INTERMEDIATE ALGEBRA*. No credit will be given except in connection with B1 or B3. Prerequisite: Algebra 1 unit, Plane Geometry 1 unit. (3) One quarter. (Muhl)

- A2. *SOLID GEOMETRY*. Prerequisite: Algebra 1 unit, Plane Geometry 1 unit. (4) One quarter. (Muhl)
- B1. *COLLEGE ALGEBRA*. Prerequisite: Algebra  $1\frac{1}{2}$  units, Plane Geometry, 1 unit. Students presenting only 1 unit must take A1 first. (5) One quarter. (Hunt)
- B2. *TRIGONOMETRY*. Prerequisite: Algebra 1 unit, Plane Geometry, 1 unit. (4) One quarter. (Hunt)
- B3, B4. *ELEMENTARY MATHEMATICAL ANALYSIS*. A unified course in Freshman Mathematics, with emphasis on function theory. Any student who has had only one unit of Algebra must register for A1 also. Prerequisite: Algebra  $1\frac{1}{2}$  units, Plane Geometry 1 unit. (5) Three quarters. (Hunt)
- B5. *MECHANICAL DRAWING*. (6) One quarter. (Muhl)
- B6. *DESCRIPTIVE GEOMETRY*. Prerequisite: Solid Geometry. (6) One quarter. (Muhl)
- B7. *MATHEMATICS OF FINANCE*. Offered 1946-47 and alternate years. Not open to freshmen. (5) One quarter. (Hunt)
- B8. *ANALYTIC GEOMETRY*. Prerequisite: B1, B2. (6) One quarter. (Hunt)

*Courses for Upperclassmen*

- C1, C2. *DIFFERENTIAL AND INTEGRAL CALCULUS*. Prerequisite: B3, B4. (6) Two quarters. (Hunt)
- C3. *MODERN GEOMETRY*. A study of the triangle and circle and special lines connected with them. Offered on occasion. (5) One quarter. (Hunt)
- C4. *ELEMENTARY STATISTICS*. Offered 1945-46 and alternate years. (5) One quarter. (Hunt)
- C5. *GENERAL ASTRONOMY*. Offered 1946-47 and alternate years. (5) One quarter. (Hunt)
- D1. *DIFFERENTIAL EQUATIONS*. Offered 1946-47 and alternate years. Prerequisite: C2. (5) One quarter. (Hunt)
- D2. *THEORY OF EQUATIONS*. Offered 1946-47 and alternate years. Prerequisite: C1. (5) One quarter. (Hunt)
- D3. *MATHEMATICS CONFERENCE*. (1-3). Any quarter. (Hunt)

(5) PHYSICS

PROFESSOR HARGITT

The aim of the Department of Physics is fourfold: to give a thorough foundation of undergraduate work for students who are looking forward to graduate work and research; to provide for students of other departments who wish to get a general knowledge of Physics, or who

wish to pursue special courses; to give adequate preparation to students who wish to take up engineering work later; and to train students who expect to become teachers of the subject.

Students who expect to do more than the first year of work in Physics should elect Trigonometry and College Algebra as early as possible in their college course.

Students whose major interest is in Physics should elect the following sequence of courses: B1, B2, C1, C4, C5, C6, D1, D2, D8. Such students are required to take one year of German or French.

*Minimum Sequence:* 27 quarter hours, from courses referred to above.

#### *Courses for Underclassmen*

B1, B2. *GENERAL PHYSICS*. One quarter: mechanics, sound and heat; following quarter: light and electricity. Four periods for lectures and discussions and two two-hour laboratory periods a week. Must be taken as a two-quarter course. (6) Two quarters.

B3a. *HOUSEHOLD PHYSICS*. Lectures, discussions, and laboratory work involving physical principles and applications found in the home. (4) One quarter.

B5. *ADVANCED GENERAL LABORATORY*. In this course students may take up any experiments for which their previous laboratory and classroom work prepares them. This may include work in dynamos, direct and alternating currents, radio, and photography. Prerequisite: B1, B2 and consent of instructor. (2 or 3) Any quarter.

#### *Courses for Upperclassmen*

C1. *MODERN PHYSICS*. A study of atomic states, rays, waves, quanta, and some phases of astrophysics will be included. Prerequisite: B1, B2. (4) One quarter.

C4. *MECHANICS*. A problem course in mechanics. Graphical methods are emphasized. Prerequisite: B1. (4) One quarter.

C5. *LIGHT*. Discussions and lectures. Topics emphasized are: refraction, diffraction, interference, polarization, and elementary spectrum analysis. Offered 1946-47 and alternate years. Prerequisite: B1, B2. Daily lectures and discussions, and one three-hour laboratory period a week. (6) One quarter.

C6. *HEAT*. An advanced theoretical course. Discussions and lectures. Offered 1946-47 and alternate years. Prerequisite: B1, B2. Four periods for lectures and discussions, and one three-hour laboratory period a week. (6) One quarter.

D1, D2. *ELECTRICITY*. Discussions and lectures. This course deals with magnetism, and direct and alternating currents, including a study of inductance and capacity. Offered 1945-46 and alternate years. Prerequisite:

B1, B2. Daily periods for lectures and discussions and one three-hour laboratory period, in one quarter; three periods for lectures and discussions, and two laboratory periods, in the following quarter. (6) Two quarters.

D7. *PHYSICS CONFERENCE*. A course for the student, specializing in Physics, who wishes to work on specific problems as a preparation for research, to review the general field in preparation for the senior examination, or engage in group discussions of current problems. Prerequisite: Consent of instructor. (2 or 3) Any quarter.

D8. *SPECIFIC PHYSICAL PROBLEMS*. A recapitulation in the form of problems selected from various sources. Prerequisite: The courses of the first sequence. (2) One quarter.

## DIVISION III—SOCIAL SCIENCES

Acting Chairman—PROFESSOR RATCLIFFE

Secretary, 1945-48—ASSISTANT PROFESSOR MOORE

Representative on Liberal Arts Council, 1945-46—

ASSISTANT PROFESSOR NIEHAUS

### (1) ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSOR BEADLES, MR. LUERSSEN, MRS. HOOTON\*

For those students who desire to specialize in the field of general business administration, the following suggested course will provide a well-rounded training in the principles underlying general business, and glimpses into some specialized fields of activity, together with a background for practical living and an appreciation of the higher ideals of life.

First year: Principles of Accounting, Survey courses in Natural and Social Science.

Second year: Principles of Economics, Business Management, Humanities Survey, General Psychology.

Third year: Business Law, Business Finance, Property Insurance, American Government, American City, Business and Professional Speech, British Literature.

Fourth year: Money and Banking, Public Finance, Personnel Management, American History, Principles of Sociology, Mathematics of Finance, Elementary Statistics, American Literature.

No more than fifteen hours in Shorthand and Typing may be counted toward the 189 hours required for graduation. Credits earned in these subjects do not count toward a field of concentration.

Language requirement: Two years of a foreign language are required for a B.A. degree in this field. For a Ph.B. degree no foreign language is required.

\* First quarter only; deceased, February 2, 1945.



*Minimum Sequence:* In Economics, 25 quarter hours, including C1, C2, C4, and C5. In Business Administration, 30 quarter hours, including B5, B6, C1-C2, C13, C14. Courses B1 and B2 are a prerequisite to the undertaking of a sequence in Business Administration.

## ECONOMICS

### *Courses for Underclassmen*

A1. *ECONOMIC HISTORY OF THE UNITED STATES*. Not open to juniors or seniors. (5) One quarter. (Luerssen)

B3. *MANAGING PERSONAL FINANCES*. Offered 1945-46 and alternate years. (4) One quarter. (Beadles)

### *Courses for Upperclassmen*

C1, C2. *PRINCIPLES OF ECONOMICS*. Must be taken as a two-quarter course. Also counted as Business Administration. (5) Two quarters. (Beadles)

C3. *HISTORY OF ECONOMIC THOUGHT*. Prerequisite: C2. Not offered for the duration of the war. (5) One quarter.

C4. *MONEY AND BANKING*. Prerequisite: C2. Offered 1945-46 and alternate years. (5) One quarter. (Beadles)

C5. *PUBLIC FINANCE*. Prerequisite: C2. Offered 1946-47 and alternate years. (5) One quarter. (Beadles)

C6. *FUNDAMENTALS OF LIFE INSURANCE*. Designed to assist the student in gaining a sufficient understanding of the principles and coverages of life insurance to enable him to plan intelligently a satisfactory program of life insurance for his personal needs or for his business responsibilities. Offered 1945-46 and alternate years. (5) One quarter. (Beadles)

C12. *ECONOMICS FIELD TRIP*. For those who expect to go on the annual Economics Field Trip in the spring. Enrollment limited to 25. Prerequisite: B5 or C2, or enrollment therein. Also counted as Business Administration. Not offered for the duration of the war. (3) (Beadles)

C16. *CONSUMER PROBLEMS AND CONSUMER EDUCATION*. Offered 1944-45 and alternate years. (5) One quarter. (Beadles)

D2. *MODERN ECONOMICS PROBLEMS CONFERENCE*. Prerequisite: C2. Also counted as Business Administration. (3) One quarter. (Beadles, Luerssen)

D4. *ECONOMICS ROUND TABLE*. A study of the Round Table technique in presenting controversial subject matter. For seniors with first or second sequences in Economics. Offered 1946-47 and alternate years. (3) One quarter. (Beadles, Luerssen)

## BUSINESS ADMINISTRATION

*Courses for Underclassmen*

B1, B2. *PRINCIPLES OF ACCOUNTING*. Designed primarily for those who have had no previous bookkeeping or accounting work. Those who offer high-school bookkeeping for entrance will receive only four hours' credit the first quarter. Open to juniors and seniors by special permission only. (5) Two quarters. (Luerssen)

B5. *BUSINESS MANAGEMENT*. Open to any sophomore or junior, and only to seniors whose field of concentration does not include Economics or Business Administration. (5) One quarter. (Luerssen)

B6. *BUSINESS FINANCE*. Not open to first year students. (5) One quarter. (Luerssen)

B9. *ADVANCED ACCOUNTING*. Prerequisite: B2. (5) Two quarters. (Luerssen)

C7. *FUNDAMENTALS OF PROPERTY INSURANCE*. A study of the different risks to which property owners and users are subject and of the ways in which various forms of property insurance have developed to meet these risks. Fire, automobile, casualty, compensation and marine insurance principles and coverages will be studied, as well as the different kinds of insurance carriers. Offered 1946-47 and alternate years. (5) One quarter. (Beadles)

*Courses for Upperclassmen*

C13, C14. *BUSINESS LAW*. Prerequisite: C2. (5) Two quarters. (Luerssen)

C15. *PERSONNEL MANAGEMENT*. Offered 1945-46 and alternate years. (5) One quarter. (Beadles)

NOTE: The following Mathematics courses may be included in a sequence in Business Administration: Mathematics of Finance, Statistics.

*Secretarial Practice*

MRS. HOOTON\*

*Courses for Underclassmen*

A5. *ELEMENTARY TYPING*. A beginning course for students who have had no previous training in this subject. No credit for A5 unless followed by A6. (2) One quarter. (Hooton)

A6. *INTERMEDIATE TYPING*. Prerequisite: A5 or equivalent. (2) One quarter. (Hooton)

B11. *ADVANCED TYPING*. Prerequisite: A6 or equivalent. (2) One quarter. (Hooton)

\* Deceased, February 2, 1945.

B12. *ELEMENTARY SHORTHAND*. A beginning course for students who have had no previous training in this subject. No credit for B13 unless followed by B14. (4) One quarter. (Hooton)

B13. *INTERMEDIATE SHORTHAND*. Prerequisite: B12 or equivalent. (4) One quarter. (Hooton)

### *Courses for Upperclassmen*

C12. *ADVANCED SHORTHAND*. Prerequisite: B13 or equivalent. (4) One quarter. (Hooton)

C13. *ADVANCED TRANSCRIPTION*. Prerequisite: B11, C12. Offered 1945-46 and alternate years. (3) One quarter. (Hooton)

C14. *THE TEACHING OF TYPING AND SHORTHAND*. A course in special methods for those who plan to teach typing and shorthand. Prerequisite: B11 and C12, and education C3. Offered 1946-47 and alternate years. (3) One quarter. (Hooton)

C15. *OFFICE PRACTICES*. The aim of this course is to familiarize students with the procedures and the various machines used in the modern office. Much time is devoted to working out problems using the duplicator, mimeograph, mimeoscope, dictaphone, adding machine, and calculator. Students also study filing methods and work out practical problems in indexing and filing, so that they will understand the operation of office filing systems. Those who take this course must be able to operate the typewriter, as the course includes dictation at the machine and the writing of business letters. Offered 1945-46 and alternate years. (3) One quarter (Hooton)

## (2) EDUCATION AND PSYCHOLOGY

ASSOCIATE PROFESSOR FELSTED, ASSISTANT PROFESSOR MOORE

PROFESSOR BROWNS, MR. R. DOOLEY

### EDUCATION

The courses offered in Education are designed to provide professional preparation for those who expect to enter educational work as teachers in high schools. Training for teaching in elementary schools is not offered.

As a rule, students may not select Education as their field of major or minor interest, but those who expect to teach should choose two sequences that will prepare them for the teaching of more than one high-school subject.

Any student who expects to teach should, by the middle of his second year in college, consult with the head of the Department of Education concerning the selection of subject fields for teaching and the requirements for teacher certification.

Courses B2 and C1 are of significance in the general education of any who may be concerned with human relationship other than teaching

following graduation from college, e.g., those carrying a major sequence in sociology or in business administration; to parents and others who are vitally interested in the maintenance of good schools in a democracy. Courses B3 and C1 are especially recommended for any who may be particularly interested in preparing for personnel work.

*Minimum sequence:* 25 quarter hours, including courses B2, B3, C2, C3, and D4. Course D2, D8, D10 or D12 cannot be substituted for C3.

#### *Courses for Underclassmen*

B2. *INTRODUCTION TO EDUCATION.* An introduction to education through a study of its philosophy and development and its relation to contemporary social problems. Valuable for those not intending to teach, as well as for prospective teachers. Open to sophomores. (3) One quarter. (Moore)

B3. *HUMAN GROWTH AND DEVELOPMENT.* A study of psychology applied to the process of learning as it progresses in the mental, physical, and emotional development of an individual from birth to maturity. (Open to sophomores and juniors.) (3) One quarter. (Felsted)

#### *Courses for Upperclassmen*

C1. *MEASUREMENTS AND GUIDANCE.* A study of: (1) the application of principles and techniques in the use of tests and inventories for the discovery and appraisal of individual abilities, interests and attitudes, and for the evaluation of progress in learning; (2) the needs for individual adjustment, the recognition of those needs in the development of personality, and the means of achieving development toward desired individual and social adjustments. Prerequisite: B3 or consent of instructor. (3) One quarter. (Felsted)

C2. *AMERICAN PUBLIC EDUCATION.* A study of the development and organization of public education in the United States. (3) One quarter. (Moore)

C3. *PRINCIPLES AND METHODS OF SECONDARY SCHOOL TEACHING.* A study of the principles of educational procedures basic to practices and relationships involved in the teaching function. Prerequisites: B2 and B3, or consent of instructor. (5) One quarter. (Moore)

C7. *LIBRARY SCIENCE.* This course is designed for teachers desiring a knowledge of the organization and administration of high-school libraries. Not offered for the duration of the war.

D4. *STUDENT TEACHING.* This course is designed to give practice in applying to an actual schoolroom situation, under the supervision of a regular classroom teacher or supervisor, the principles and methods of teaching learned in specific courses. The course consists of five hours a week of observation and actual teaching in the regular classroom, supplemented by conferences with faculty supervisors of student teaching. Open only to those students who make application and who have evidenced the qualifica-



tions of personality and general ability desirable for teachers to possess. Permission to enroll must be secured from the head of the Department of Education. Prerequisites: Twenty-four quarter hours in the teaching field, fifteen in the teaching subject; Education B2, B3, C1, C2, C3. (8) Either public-school semester. (Felsted and Supervising Teachers)

The following special methods courses are given by the various departments. For descriptions, see English, Mathematics, etc.

C14. *THE TEACHING OF TYPING AND SHORTHAND*. (3) One quarter.

C15. *ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION* (For Men). (3) One quarter.

C21. *ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION* (For Women). (5) One quarter.

D2. *THE TEACHING OF LATIN*. (1 or 2) One quarter.

D8. *THE TEACHING OF ENGLISH*. (3) One quarter.

D10. *THE TEACHING OF HOME ECONOMICS*. (4) One quarter.

D12. *THE TEACHING OF ROMANCE LANGUAGES*. (3) One quarter.

## PSYCHOLOGY

Courses offered in psychology are made an integral part of general education. They provide a foundation for: (1) the understanding and improvement of human relationships in the home, in business, or in the professions; (2) graduate study for specialization in the field of psychology.

Minimum sequence: 25 quarter hours, exclusive of A1 and A2.

### *Courses for Underclassmen*

A1. *PERSONAL PSYCHOLOGY*. The course is designed with three purposes: (1) to aid the freshman in understanding the meaning of a liberal arts education in relation to life; (2) to help the freshman to understand his own abilities and their use in relation to a college education; (3) to help the freshman to make adjustments to life in college. Required of all freshmen. (2) One quarter. (Felsted, R. Dooley)

A2. *PSYCHOLOGY FOR NURSES*. The fundamental principles of psychology, with special application to the field of nursing. (3) One quarter. (Browns)

B1. *GENERAL PSYCHOLOGY*. A course designed to acquaint students with the fundamental principles of psychology as applied to human behavior. Prerequisite: Consent of instructor. (5) One quarter. (Browns)

B3. *HUMAN GROWTH AND DEVELOPMENT*. See Education B3. (3) One quarter. (Felsted)

*Courses for Upperclassmen*

- C1. *MEASUREMENTS AND GUIDANCE*. See Education C1. (3) One quarter. (Felsted)
- D1. *PSYCHOLOGY OF RELIGION*. See Philosophy D1. (5) One quarter. (Browns)
- D2. *APPLIED PSYCHOLOGY CONFERENCE*. (3-6) One or two quarters. (Browns, Felsted)
- D3. *ABNORMAL PSYCHOLOGY CONFERENCE*. (2-3) One quarter. (Browns, Felsted)

### (3) HISTORY AND POLITICAL SCIENCE

*PROFESSOR WALLIS, PROFESSOR CHASE*

Any student who elects History as his field of major interest is expected to take not less than thirty quarter hours. This will include courses B1, B2, C1, C2, one D-course and one more course above C6. In order to receive a recommendation to teach History in high school or to pursue graduate work one should have not less than forty hours. More would be advisable. To teach in high school one should include courses C3 and C4. For graduate work, one should take as many courses as conveniently possible in the particular history field in which he plans to specialize. In the department of the Classics, the three-hour courses entitled Private Life of the Greeks and Private Life of the Romans will be credited toward a history major.

Two years of a foreign language are required of those choosing History as their subject of major interest.

*Minimum Sequence* (Either History or Political Science): 25 quarter hours.

### HISTORY

*Courses for Underclassmen*

- B1. *MEDIEVAL EUROPE*. A course on medieval European history, beginning with the Germanic migrations and covering the period to the year 1500. (5) One quarter. (Wallis)
- B2. *MODERN EUROPE*. A course on the history of modern Europe from the year 1500 to the present. (5) One quarter. (Wallis)

*Courses for Upperclassmen*

- C1, C2. *AMERICAN HISTORY*. A study of the development of the American nation from the discovery of the western world to the present. Must be taken as a two-quarter course. (5) Two quarters. (Wallis)

- C3. *GREEK HISTORY*. A study of Greek political history, with emphasis on the development of the city state, and the league of states. Offered 1945-46 and alternate years. (5) One quarter (Chase)
- C4. *ROMAN HISTORY*. A study of Roman government and conquest from the earliest times to the fall of the Empire. Offered 1945-46 and alternate years. (5) One quarter. (Chase)
- C5, C6. *ENGLISH HISTORY*. A study of Britain's development from the earliest times to the present, with special emphasis on constitutional phases. Must be taken as a two-quarter course. Prerequisite: B2 or its equivalent. (5) Two quarters. (Wallis)
- C7. *THE RENAISSANCE AND THE REFORMATION*. This course covers the period of the Renaissance, the Protestant Revolution, and the Counter-Reformation, with emphasis on social, philosophical, and religious developments. Prerequisite: B2 (5) One quarter. Offered 1942-43, but not offered for the duration of the war.
- C8. *THE ERA OF THE FRENCH REVOLUTION*. A detailed study of the period of the French Revolution and the First Empire. Prerequisite: B2. (5) One quarter. (Wallis)
- C9. *NINETEENTH-CENTURY EUROPE*. A detailed presentation of the history of Europe from Waterloo to the First World War (1815-1914). Prerequisite: B2. (5) One quarter. (Wallis)
- C10. *CONTEMPORARY EUROPE*. A presentation of the history of Europe from the opening of the First World War to the present. Prerequisite: B2 or ten hours of history. (5) One quarter. Offered 1943-44, but not offered for the duration of the war.
- D1. *THE AMERICAN FRONTIER*. A study of the economic, social, and institutional development of the American frontier, from the opening of the nineteenth century to the close of the 'eighties. Prerequisite: C1, C2. (5) One quarter. Offered 1942-43, but not offered for the duration of the war.
- D3. *HISTORY OF AMERICAN DIPLOMACY*. A course on the foreign relations of the United States from 1776 to the present day. Also credited in Political Science. Prerequisite: C1, C2. (5) One quarter. Offered 1941-42, but not offered for the duration of the war.

## POLITICAL SCIENCE

### *Courses for Underclassmen*

- B1. *AMERICAN GOVERNMENT*. A brief exposition of the principles of political science and a study of the organization, methods and functions of the federal government. (5) One quarter. (Wallis)
- B2. *THE AMERICAN CITY*. The object of this course is to familiarize the student with the varied machinery of American municipal government, the principal problems confronting American cities, and the pro-

posed solutions. (5) One quarter. Offered 1942-43, but not offered for the duration of the war.

#### *Courses for Upperclassmen*

C2. *GOVERNMENTS OF EUROPE*. A comparative study of the governments and party systems of the principal countries of Europe. Prerequisite: B1 or History B2. (5) One quarter. Offered 1942-43, but not offered for the duration of the war.

C4. *INTERNATIONAL LAW*. A study of the nature, sources and development of international law, the rights and duties of states, treaties, and the settlement of international disputes. Prerequisite: B1 or History B2. (5) One quarter. Offered 1942-43, but not offered for the duration of the war.

### (4) SOCIOLOGY

#### PROFESSOR RATCLIFFE

The courses presented in this department deal with the relationships between persons and groups and with the problems which arise therefrom. Each course contributes toward a more adequate understanding of some phases of social life and thus promotes a more intelligent citizenship. Students who plan to enter any phase of social welfare work, as a vocation, should make the Division of the Social Sciences their field of concentration and Sociology their major interest. Those who begin as late as the junior year will find it possible to complete the sequence.

Students of Sociology who seek to graduate as bachelors of arts must present two years of a foreign language; those who seek to graduate as bachelors of philosophy are not required to have credit in a foreign language.

*Minimum Sequence:* 24 quarter hours, exclusive of Introduction to the Social Sciences (A1, A2) and Survey Course C22. Those who offer Sociology as a first sequence must present credits in B3, C5, C8, D6, and D15.

#### *Courses for Underclassmen*

A26. *INTRODUCTORY SOCIOLOGY*. An elementary discussion of the principles of sociology and of social problems, designed for student nurses. (3) One quarter.

B2. *RURAL SOCIOLOGY*. A study of farm income, farm relief programs, and of rural population and institutions. Prerequisite: SSA1 or sophomore standing. (5) One quarter.

B3. *PRINCIPLES OF SOCIOLOGY*. This is the foundation course for others in the department. Prerequisite: Sophomore standing. (5) One quarter.



*Courses for Upperclassmen*

C4. *MINORITY PEOPLES AND THEIR PROBLEMS*. A study of prejudice, culture conflict, and assimilation. This course begins with a study of immigration into the United States, after which attention is turned to the problems of minorities in this and other countries. Prerequisite: B3, or senior standing and consent of instructor. (5) One quarter.

C5. *CONTEMPORARY SOCIAL MOVEMENTS*. A critical study of seven types of social movements: (1) social welfare; (2) social insurance; (3) labor unionism; (4) socialism; (5) communism; (6) fascism and nazism; and (7) the cooperative movement. Prerequisite: B3 or Economics C2. (5) One quarter.

C6. *THE FAMILY: ITS SOCIOLOGICAL ASPECTS*. This course is not designed to prepare students for marriage, but is a critical study of social research pertaining to the family. Prerequisite: B3. (5) One quarter.

C8. *CRIMINOLOGY*. Prerequisite: B3, or senior standing and consent of instructor. (5) One quarter.

D6. *SOCIAL MOVEMENTS SEMINAR*. Prerequisite: B3 and C5. (3) One quarter.

D9. *SOCIAL SERVICE FIELD WORK*. Certain students may gain college credit by serving some recognized social service agency. Five hours' service a week for eleven weeks entitles one to two hours of credit. Credit is limited to six hours, only four of which apply toward the minimum sequence. Prerequisite: B3 and consent of instructor. (2) Each quarter.

D15. *SOCIOLOGICAL CONFERENCE*. A pre-graduation review of courses pursued and of recent sociological literature, and a discussion of sociological theories. Prerequisite: a sequence in Sociology. (3) One quarter.

## (5) PHYSICAL EDUCATION

ASSISTANT PROFESSOR NIEHAUS, MR. BREWER

All students are required to take nine quarters of Physical Education, two or three periods a week during their first three years. A complete record of a medical examination by the family physician on a blank furnished by the University must be submitted by each new student entering Illinois Wesleyan. On the basis of these examinations, the work of the department is then determined, care being taken to make the nature of the work fit the needs of the individual student. To meet a common need, lectures on hygiene are given in connection with the classwork of all groups.

The aims of the department are: (1) To teach ways of attaining and maintaining good health; (2) To correct bodily defects so far as it is possible; (3) To create a democratic spirit of friendship and cooperation through team play and other forms of exercise; (4) To give

wholesome recreation and a knowledge of various games through a varied and extensive intramural program for all students; and (5) To create a love for exercise and healthful living which will carry over into later life.

Elementary swimming must be elected by all who cannot swim. A swimming test is given after the sixth quarter of Physical Education; passing such a test is required before graduation.

## PHYSICAL EDUCATION FOR MEN

MR. BREWER

Men on the intercollegiate squads are given required Physical Education credit while these sports are in progress, after which they are transferred to the regular classes. Arrangements for the exchange of this work must be made with the instructor in Physical Education; otherwise no credit will be given.

The regulation uniform consists of a white quarter-sleeve shirt, blue running pants and rubber soled gymnasium shoes.

### *Courses for Underclassmen*

A1, A2, A3. *PHYSICAL EDUCATION, I.* Elementary instruction in all major and minor sports in season, elementary apparatus, general gymnastics, health lectures, and corrective work. Required of all freshmen. (1) Three quarters.

A1s, A2s, A3s. *ELEMENTARY SWIMMING.* This course is for beginners, and takes up elementary work in swimming and diving. Required of all freshmen who cannot swim. (1) Three quarters.

B1, B2, B3. *PHYSICAL EDUCATION, II.* Continuation of A1, A2, A3, along more advanced lines. Prerequisite: A1, A2, A3. (1) Three quarters.

B1s, B2s, B3s. *ADVANCED SWIMMING.* Open to students who wish to perfect their technique in swimming. Students may qualify for life saving if they so desire. (1) Three quarters.

## ATHLETIC COACHING AND PHYSICAL EDUCATION METHODS FOR MEN

MR. BREWER

The following courses constitute a sequence in Physical Education. They include a thorough training in the theory and practice of Coaching and Physical Education for students who intend to coach athletic teams and teach Physical Education along with their prospective high-school work. These courses extend over three years, in addition to the required Physical Education. They also include observation and practice on the field

and on the floor in connection with a series of lectures and studies covering the various phases of the subject.

In view of the combinations most frequently demanded, it is suggested that a student pursuing this program complete a strong sequence in Mathematics, one of the sciences, or History. To meet the requirements of the State of Illinois and of the North Central Association, one must have twenty-four quarter hours in Education.

*Minimum Sequence:* 23 quarter hours. Not offered for the duration of the war.

#### *Course for Underclassmen*

B9, B10, B11. *FIRST AID.* Theory and Practice. Prepares the student to render effective first aid in the treatment of wounds, burns, bruises, fractures, dislocations, artificial resuscitation, and other emergencies. Qualifies student for a Standard First Aid Certificate from the American Red Cross. (2) Repeated each quarter.

#### *Courses for Upperclassmen*

C11. *INTRAMURAL ATHLETICS, MINOR SPORTS, AND ATHLETIC TRAINING.* An extensive study of intramural athletics and of boxing, wrestling, swimming, tennis, and golf. The training of athletic teams and the treatment of injuries are carefully considered. (3) Not offered for the duration of the war.

C12. *THEORY AND PRACTICE OF BASEBALL, TRACK AND FIELD.* Each position in baseball is discussed and the best forms and methods for track and field are considered. The duties of officials are also studied. Prerequisite: Junior standing or consent of instructor. (3) Not offered for the duration of the war.

C13. *THEORY AND PRACTICE OF FOOTBALL AND BASKETBALL.* All modern offenses and defenses are covered. Prerequisite: Junior standing or consent of instructor (3) Not offered for the duration of the war.

C14. *THEORY AND PRACTICE IN PHYSICAL EDUCATION.* The development of Physical Education theories is discussed in classroom lectures, accompanied by sessions in the gymnasium. (3) Not offered for the duration of the war.

C15. *ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION.* The administrative problems involved in coordinating the health, gymnastic, athletic and recreational phases of Physical Education into one unified and workable system. (3) Not offered for the duration of the war.

C18. *COMMUNITY RECREATION AND PRACTICE TEACHING.* A study of play programs and the systems of playgrounds in the United States. Practice teaching and observation under supervision. Prerequisite: C11. (3) Not offered for the duration of the war.



## PHYSICAL EDUCATION FOR WOMEN

ASSISTANT PROFESSOR NIEHAUS

Uniform costumes and swimming suits are required, but should be bought only after consultation with the instructor.

*Courses for Underclassmen*

A1, A2, A3. *PHYSICAL EDUCATION, I.* Only those who are beginners in hockey, basketball, badminton, volleyball, softball, archery and tennis should enroll in this class. (1) Three quarters.

A1c, A2c, A3c. *RESTRICTED PHYSICAL EDUCATION.* Designed for students shown by their medical and physical examinations to need remedial or restricted exercises. (1) Three quarters.

A1r, A2r, A3r. *REST PERIOD.* Open only to students whose examinations result in a recommendation of no exercise. (1) Three quarters.

A1s, A2s, A3s. *ELEMENTARY SWIMMING.* (1) Three quarters.

A1m, A2m, A3m. *PHYSICAL EDUCATION FOR MUSIC STUDENTS, I.* Open to students with primary registration in the School of Music. The work includes soccer in the autumn, elementary school games, folk dancing, clogging, gymnastics and tumbling in the winter, and either tennis or archery in the spring months. (1) Three quarters.

B1, B2, B3. *PHYSICAL EDUCATION, II.* Same as A1, A2, A3, but for advanced students in these sports. (1) Three quarters.

B1c, B2c, B3c. *RESTRICTED PHYSICAL EDUCATION.* A continuation of A2c. (1) Three quarters.

B1r, B2r, B3r. *REST PERIOD.* A continuation of A3r. (1) Three quarters.

B1s, B2s, B3s. *ADVANCED SWIMMING.* Advanced strokes and diving. Instruction in life saving, leading to the Red Cross life saving certificate, is given during the second quarter for those who desire it. (1) Three quarters.

B1m, B2m, B3m. *PHYSICAL EDUCATION FOR MUSIC STUDENTS, II.* Continuation of A3m. Speedball or soccer during the autumn, tap dancing, folk dancing, and gymnastics during the winter, and tennis or archery during the spring months. (1) Three quarters.

METHODS OF TEACHING PHYSICAL EDUCATION  
FOR WOMEN

ASSISTANT PROFESSOR NIEHAUS

Students intending to pursue this sequence should include the following in their freshman and sophomore work: folk dancing, clogging, swimming, soccer, badminton and archery. Knowledge of softball, hockey,



tennis and volleyball may be acquired as class work, or through participation in the Women's Sports Association program.

In general, the courses of this sequence are open to students who have completed their sixth quarter of required Physical Education or are registered therein. After the student has acquired an understanding of the theory, she is required to do supervised practice teaching in the community centers of Bloomington, on the city playgrounds, and in the program of intramural competition within the department.

The following courses are suggested as valuable electives for students who expect to teach Physical Education or direct playground work: Education B3, Speech B1. To meet the requirements of the State of Illinois and of the North Central Association, one must have twenty-four quarter hours in Education.

Students preparing for graduate work in public recreation should choose Sociology as a subject of major interest and should pursue courses in dramatics, art, and music.

*Minimum Sequence:* 25 quarter hours. Biology B2 (Anatomy and Physiology) is required as a part of this sequence.

#### *Course for Underclassmen*

B9, B10, B11. *FIRST AID*. Theory and Practice. Prepares the student to render effective first aid in the treatment of wounds, burns, bruises, fractures, dislocations, artificial resuscitation, and other emergencies. Qualifies student for a Standard First Aid Certificate from the American Red Cross. (2) Repeated each quarter.

#### *Courses for Upperclassmen*

C11. *CAMPING*. Theory includes reading, lectures, discussion of history and organization of camping, camp counselor training, camp activities, program planning, policies and procedures. Practice in wood craft, camping techniques, hand craft, nature, and other camp activities. Primarily for juniors and seniors. Offered 1946-47 and alternate years. (3) One quarter.

C9. *RECREATIONAL LEADERSHIP*. History of and need for organized recreation and leadership. Aim, program and methods of conducting playgrounds and recreational centers. Offered 1945-46 and alternate years. (3) One quarter.

C13. *COACHING OF FALL SPORTS*. Coaching, organization and methods for soccer, hockey, basketball and swimming. Periods for observation and practice teaching arranged. Prerequisite: Consent of instructor. (3) One quarter.

C14. *COACHING OF WINTER SPORTS*. Similar in character to the preceding course. Deals with basketball, swimming, badminton, and tumbling. (3) One quarter.

C15. *COACHING OF SPRING SPORTS*. Similar in character to the preceding course. Deals with volley ball, tennis, softball, track, and archery. (3) One quarter.

C20. *METHODS OF GRADE-SCHOOL PHYSICAL EDUCATION*. A study of materials and methods for the teaching of rhythm work and singing games, tumbling, simple folk dances, hygiene work, and all other activities included in a well arranged program for the first eight grades. Periods for observation and practice teaching arranged. (4) One quarter.

C21. *METHODS, ORGANIZATION AND ADMINISTRATION OF HIGH-SCHOOL PHYSICAL EDUCATION*. This course deals with all the activities of a well rounded program for a high-school department. Prerequisite: C9 or C11, C13, C14, C15, C20, or registration therein. (5) One quarter.

## II. PROGRAM OF NURSING EDUCATION

The Program of Nursing Education of Illinois Wesleyan University is maintained in cooperation with Brokaw Hospital, which is situated within a few blocks of the University campus. As the program originated and was conducted in pre-war days, it consisted of a five-year combined course of study which led to the securing of the Bachelor of Science degree from Illinois Wesleyan University and the Graduate Nurse diploma from the Brokaw Hospital School of Nursing. With an accelerated program in effect during the war, it is now possible to complete this work in four and one-half years.

In pre-war days, the student interested in this combined University-Hospital program for nursing education entered Illinois Wesleyan University as a regular college student on presentation of the required number of acceptable high-school entrance units. Full time college work was pursued for a period of two years, after which the student enrolled in the nurse's training program of the local hospital. During the first year of hospital instruction, part time work was completed in the University so as to bring the total number of college credits up to the required one hundred thirteen quarter hours. Upon completion of the required hospital program she was awarded the Graduate Nurse diploma, and was eligible for the Bachelor of Science degree from the University. In other words, of the 189 quarter hours required for graduation from the University, 76 were granted for the successful completion of the hospital program and the earning of the Graduate Nurse diploma. The university recognizes the completion of the clinical phases of the hospital program as constituting a minimum sequence in the field of concentration which is required for graduation. The second sequence, together with the other requirements for graduation, was completed during the two and one-half years of work carried in the University.

It is recognized by both university and hospital officials that it is preferable for the student to take the college work first and to follow it with the clinical portion of the program. During the period of the wartime emergency, however, permission has been granted for students who are interested in this program to take only a minimum amount of college work at the beginning and to start the clinical phases of the program during their freshman year, so that they may continue on an accelerated basis to the completion of the Graduate Nurse diploma program at the end of three years. If the wartime demands for nurses have abated by that time, she will then return to the campus to complete her work for the B.S. degree.

Completion of such a combined course of study constitutes a broad and practical education for the profession of nursing and opens the way to a wide field of useful service. There are many special lines of endeavor for the well-trained nurse. Although private duty nursing offers some opportunities, many nurses who have earned college degrees have become interested in various phases of hospital administration and education and have obtained positions as head nurses, supervisors, instructors, and directors. In the public health field, opportunities for the full expression of one's intellectual faculties, executive ability and devotion to the service of mankind are manifold. Among the leading fields of public health nursing which promise to be widely extended after the war are the following: infant welfare nursing, mental hygiene or psychiatric nursing, orthopedic nursing, and visiting nursing in large cities. Graduate registered nurses may obtain government positions in the Army and Navy Nurse Corps, Veterans' Administration, Indian Service, and the United States Public Health Service. The American Red Cross also offers work in an interesting and important field. Missionary work in foreign lands offers unusual opportunities for service to mankind.

In many of these special fields, the demand for nurses who hold the bachelor's degree from a recognized college is becoming increasingly great. The combined course offered by Illinois Wesleyan University through the facilities of the local hospital is designed to fit students for the best of these positions.

Older nurses, who already have the Graduate Nurse diploma and who recognize the importance of supplementing their earlier training with modern college work leading to the Bachelor of Science degree, may enroll in the University and receive full credit toward that degree for the successful completion of their earlier clinical work.

Brokaw Hospital was established in 1896 under the name of Protestant Hospital. The name was changed in 1901 to Deaconness Hospital, and later to Brokaw Hospital, in honor of Mr. Abram Brokaw, whose generous endowments have made it possible for this institution to continue its public benefactions. The governing body is chosen by the Protestant churches of McLean County. This hospital has a capacity of 115 beds and accommodates a wide variety of medical and surgical cases. A modern



residence hall for student nurses is situated just east of the main building. The Brokaw Hospital School of Nursing was incorporated in 1902.

The Brokaw Hospital is fully accredited by the American Medical Society, the American College of Surgeons, and the Illinois State Department of Education and Registration. It participates in the training program of the United States Cadet Nurse Corps.

In addition to the teaching staff of nurses at Brokaw Hospital, there is a staff of local physicians, who give lecture courses in the various clinical subjects of the second and third years of the nurses' education.

The education of the student nurse is also enriched by special periods of clinical instruction at other hospitals in neighboring cities. The hospital school maintains affiliations with institutions which offer special work in various fields, and each student, during her last year of preparation for the Graduate Nurse diploma, is given special courses for a few months under instructors of those institutions. Thus, students enrolled in Brokaw Hospital are given special instruction in the Milwaukee Children's Hospital, Milwaukee, Wisconsin, and in the Chicago Lying-In Hospital. Instructional affiliations are maintained with the Peoria State Hospital, Peoria, Illinois, and with the Public Health Department of the City of Bloomington.

The student who plans to take the combined course of study leading to the Graduate Nurse diploma and the Bachelor of Science degree is expected to present a transcript showing graduation from an accredited high school. She should apply to the Director of Admissions of Illinois Wesleyan University. She will then take college courses as outlined below and plan her work on the campus to complete a minimum sequence in some related department and to include such special courses and total hours as are required for college graduation. Those who enter upon this program after having completed their studies leading to the Graduate Nurse diploma are given junior standing upon admission to the University.

### *Required Courses*

	<i>Hrs.</i>		<i>Hrs.</i>
English Composition .....	10	Chemistry .....	12
Religion .....	3	Introduction to the Social Sciences.....	10
Foreign Language .....	15	Physical Education .....	6
Personal Psychology .....	3	Survey of the Humanities.....	12
Biology .....	15		

Completion of a second sequence in Biology, Chemistry, Business Administration, Education, Home Economics, or Sociology.....22-30 hrs.  
Electives to make a total of 113 hrs.

(Recommended: additional Science, Psychology, English, Economics, Sociology, Religion, Education.)

In order to assist the hospital in its regular program of nursing education, Illinois Wesleyan University is cooperating with Brokaw Hospital in offering a special program of pre-clinical courses for the students who have entered upon their studies at the hospital. Under this program the



student in the hospital school of nursing is enrolled, by the Hospital, as a regular student in the University during the first twenty-four weeks of the hospital course of study. Regular college courses in Anatomy and Physiology, Hygiene, Microbiology, Chemistry, Nutrition, Psychology, and Sociology are offered to these students on the University campus and as a part of their hospital training program. Although college credit is granted by the University for the successful completion of these courses, it is understood that this pre-clinical work constitutes a part of the course of study leading to the Graduate Nurse diploma, and that if the student returns to the campus after having received that diploma, a total of not more than 76 quarter hours of credit toward graduation from college can be granted for all of the work pursued in the hospital nursing education program.

### *Pre-clinical Courses*

	<i>Hrs.</i>		<i>Hrs.</i>
Anatomy and Physiology.....	6	Hygiene and Sanitation.....	3
Microbiology .....	3	Psychology for Nurses.....	3
Chemistry .....	6	Introductory Sociology .....	3
Nutrition .....	3	Physical Education .....	2

## III. PRE-PROFESSIONAL CURRICULA

The student who plans to work for a degree in a professional school should complete if possible the four-year liberal arts course. Many of the professional schools now require the baccalaureate degree for admission, and most of them definitely recommend it.

For those who wish to secure the B.A. or B.S. degree and a professional degree in shorter time, however, Illinois Wesleyan University offers combined courses for students of clinical pathology, engineering, law, and medicine. A student who has attained an average grade standing of B or above, has been in residence three years, and has completed one hundred forty-four quarter hours, including all the specific requirements for the B.A. or B.S. degree, may be permitted by the faculty to transfer to a professional school at the end of the junior year, and offer the remaining forty-five hours necessary for graduation from the first year of work in that professional school.

At the time of entrance, each student looking definitely toward a professional degree will be assigned to a faculty adviser who will assist him in the choice of a course which meets the specifications for admission to the professional school to which he plans to transfer. Students preparing for professional schools and graduate courses frequently have the opportunity to consult with instructors from universities offering the advanced training. Every resource is utilized in articulating the student's undergraduate work with his proposed professional course. The University cooperates with the medical schools in giving the aptitude test required of pre-medical students before entrance to the professional institution.

The following paragraphs show definitely the various fields for which students may prepare while pursuing regular studies at Illinois Wesleyan University.

**CLINICAL PATHOLOGY.** The scientific conquest of disease is constantly imposing new and greater responsibilities upon the hospital technician. The multivarious assignments require not only the highest technical skill, but also a thorough understanding of the fundamental sciences on which the laboratory methods are based. The American Society of Clinical Pathologists demands of the prospective registrant a minimum of two years of college work, composed of closely specified courses, followed by twelve months of professional training under a recognized pathologist in the hospital. The college courses required and recommended, however, can scarcely be completed in less than three years, and since most of the hospitals actually require three years of such pre-professional courses, and since Illinois Wesleyan University is unusually well prepared to offer such work, the following three-year curriculum is suggested. It should be noted that with minor changes these courses qualify the student just as well for the study of Nursing, or even Medicine or Dentistry, and that with one additional year and the proper choice of electives entrance into other fields of Chemistry or Biology is possible.

First year: English Composition, Social Science, Chemistry, Physical Education.

Second year: Organic Chemistry, Physics, Physiology, Bacteriology, Physical Education.

Third year: Histology, Microscopic Technique, Quantitative Analysis, Biochemistry, Psychology, Humanities Survey.

**ENGINEERING.** A student who expects to complete a course in mechanical, electrical or civil engineering may take the first two years of his course in this institution, thereby preparing himself to complete the course in two more years in a university school of engineering, provided he has had sufficient entrance requirements. In all cases, he should consult with the head of the Department of Physics and plan his electives in the second year with reference to the particular kind of engineering course he expects to complete. The attention of students who expect to spend their junior year here is further directed to the advanced mathematics and science courses.

First year: General Chemistry or General Physics, Algebra and Trigonometry, Analytic Geometry, Mechanical Drawing, Descriptive Geometry.

Second year: General Physics or General Chemistry, Mechanics, Calculus, German or French.

**JOURNALISM.** The following subjects, to be supplemented by appropriate electives, are suggested as a background for specialized work in schools of journalism, enabling the student to complete such a course in four years:

First year: English Composition, French or German, Survey courses in Natural Sciences, or Social Sciences.

Second year: British Literature, Humanities Survey, French or German, History or Political Science, Economics or Sociology.

*LAW.* A minimum of three years in liberal arts is required for entrance to law schools in Illinois. Students expecting to take up the study of Law should pursue the regular divisional courses and secure a reading knowledge of a foreign language. They should emphasize in the choice of electives such subjects as English and American History, Political Science, Economics and Sociology, and should take some courses in Psychology and Speech.

*MEDICINE AND DENTISTRY.* To those students who wish to prepare for the study of Medicine or Dentistry, Illinois Wesleyan offers a schedule of carefully selected courses. It is the aim to prepare students for entrance to the best medical and dental schools, and generally speaking such schools require three or four years of college training as an entrance requirement. Supplemented by appropriate electives, the following curriculum is suggested as a proper training for this field of professional study.

First year: General Chemistry, Zoology, Social Science, English Composition, and Physical Education.

Second year: Organic Chemistry, Comparative Anatomy, Embryology, Humanities Survey, and Physical Education.

Third year: Physics, Physiology, Bacteriology, Psychology, German, and Social Science.

Fourth year: Histology, Microscopic Technique, Genetics, Physical Chemistry, German, and electives.

*PUBLIC ADMINISTRATION.* The need of men of broad and liberal training in various branches of administrative work under public auspices has long been apparent. The trend of events in recent years serves only to emphasize it. Men who can envisage their tasks in the light of great social ideals and bring to them also the needed techniques and skills must be men of wide culture, versed in the historical backgrounds and social ramifications of the problems with which they deal. Illinois Wesleyan undertakes to lay for interested students that broad foundation of social knowledge upon which later technical training can be most profitably built.

Supplemented by appropriate electives, the following general plan of studies is suggested:

First year: Survey courses in Natural Sciences, or Social Sciences, History.

Second year: Humanities Survey, Economics, History, French, German or Spanish.

Third and Fourth years: History, Political Science, Economics, Sociology, Philosophy.

*SOCIAL WORK.* Many special forms of social work have developed during this century, some of which have already become recognized professions. All forms deal either with individuals who have become problems—charity cases, delinquents, etc.—or with social groups. The task of group workers is to provide guidance through trained leadership.

Social work is an expanding vocational field with much chance for pioneering. For those who would succeed in it, a broad and liberal cultural education is invaluable. As a matter of fact, many social work training schools will admit, and many social work agencies will employ, only college graduates. Persons interested in social work should, while undergraduates, specialize in the social sciences. Aside from such courses as Principles of Sociology, Minority Peoples and Their Problems, Contemporary Social Movements, and Criminology, electives in Economics, Political Science, History, Philosophy and Education would be especially valuable.

*THEOLOGY.* The completion of a four-year college course is prerequisite to entrance as a regular student in standard theological schools. It is suggested that the student choose as his subject of major interest one of the following: Philosophy, Sociology, English, History. All these subjects should be emphasized in the choice of electives. Courses should also be elected in Economics, Psychology, Religion, and Speech. Greek is suggested as the most useful language.



# School of Music

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## ADMINISTRATIVE OFFICERS

William E. Shaw, S.T.D.....	President of the University
Spencer Green, M.Mus.....	Dean of the School of Music
Robert Hargreaves, Ph.D.....	Director of Graduate Studies
Leona Wise Felsted, Ph.D.....	Dean of Women
Mildred Hunt, Ph.D. ....	Registrar
Raymond Dooley, M.A.....	Director of Admissions
Barbara Ann Bruntlett, B.S.....	Acting Librarian
Bessie Louise Smith, B.Mus.....	Secretary of Faculty

## GENERAL STATEMENT

The School of Music of Illinois Wesleyan University is a member of the National Association of Schools of Music. The requirements for entrance and for graduation as set forth in this catalogue are in accordance with the published regulations of that organization.

It is the purpose of the School of Music to teach those who wish to make a serious study of music and of art, so that they may become men and women of highest ideals and usefulness as artists and teachers of attainment.

There is also that ever-increasing class who recognize that a knowledge of music and musical literature and of art is a vital part of a liberal education. Conscious of this fact, the School of Music attempts not only to develop those professionally interested in music and in art, but also to be of vital value in the life of every student in the University.

Instruction in music was begun at Illinois Wesleyan in 1871, under the direction of Professor Harvey C. DeMotte, later vice president. By 1893 a separate department of music had been established. As it developed, most of the work was conducted in downtown studios until 1919, when a transfer to the campus was effected and the School of Music was re-organized as an integral part of the University. For several years thereafter work in the School of Music was carried on in three residences located on North East Street and in several downtown studios.

In 1926 the University received from the Presser Foundation of Philadelphia, Pennsylvania, a gift of \$75,000 toward the erection of a building for the School of Music. Citizens of Bloomington and friends out of the city subscribed \$92,000 in addition to the Presser Foundation gift,

and the result was the erection of Presser Hall, dedicated on February 3, 1930.

Presser Hall contains twenty-one studios, thirty practice rooms, a small recital hall, and an auditorium with a seating capacity of eight hundred. The studios and practice rooms are thoroughly sound-proof, and are equipped with excellent musical instruments. It is undoubtedly one of the finest buildings of its kind in the world.

### CONCERTS AND RECITALS

Students in the School of Music are particularly fortunate in having the opportunity to hear concerts. The Amateur Musical Club and the University cooperate in presenting concerts by the world's greatest artists and musical organizations. Among the artists heard during recent seasons were John Charles Thomas, Horowitz, Don Cossock Chorus, Chicago String Quartet, Richard Bonelli, St. Louis Symphony Orchestra, Monte Carlo Ballet Russe, Lauritz Melchior, Salzburg Opera Guild, Harold Bauer, Fritz Kreisler, Sergei Rachmaninoff, Marcel Dupre, Virgil Fox, Ezio Pinza, Alexander Brailowsky, John Carter, Minneapolis Symphony Orchestra, Vronsky and Babin, Rose Bampton, Richard Crooks, Robert Casadesus, Arthur Poister, Martial Singher, and Indianapolis Symphony Orchestra. The Bloomington-Normal Philharmonic Chorus and Orchestra and the new Bloomington-Normal Symphony Orchestra also offer concert advantages of great value to students.

Public recitals are given frequently in Presser Hall by members of the faculty and advanced students. Besides these, recitals are given each week by students of the school, in which works studied in the classroom are performed before fellow students and friends. Attendance at and participation in these recitals is required.

### THE CARNEGIE SET

The University was honored by the gift of one of the famous Carnegie listening sets, which adds immeasurably to the scope of the already copious library of phonograph records and orchestral and vocal scores. A superb new playing machine and an almost encyclopedic filing system make the listening equipment second to none. A pleasant room provided for the purpose is almost constantly occupied by students and others.

### ORGANIZATIONS

The University Chorus is supported wholly by the University. Only the finest choral works are studied and presented publicly.

(Green, Holliger)

The A Cappella Choir is an organization of selected voices that studies and presents publicly the choicest part-songs, madrigals, and modern eight-voiced pieces.

(Green)

The University Symphony Orchestra, a recognized organization of eighty members, presents a season of concerts, working also in cooperation with the Bloomington-Normal Philharmonic Orchestra.

(Hargreaves)

The University concert band, of seventy-five players, is one of the best of its kind in the Midwest. A marching band participates at athletic contests and various other university functions. (Wyman, Miletitz)

Phi Mu Alpha of Sinfonia, Sigma Alpha Iota, and Delta Omicron; national musical organizations of professional character, are prominent in all activities of the School of Music. Their active membership consists of students only.

### MUSIC POSITIONS

Graduates of this institution and former students of teachers in the School of Music occupy important positions in public schools, colleges and universities throughout the United States. Others are connected with prominent orchestras and choral organizations, or are concertizing widely. Still others are private teachers of success and distinction.

The School of Music offers no guarantee of securing positions for students and graduates, but the members of the faculty make every possible effort to locate happily those who are interested in finding positions.

### FUNDS AND BEQUESTS

During the campaign to raise money for the building of Presser Hall, friends of the School of Music contributed generously. There are many deserving and talented students in the School of Music, however, who are handicapped for lack of funds. It is hoped that public-spirited citizens and patrons of music and art may become interested in establishing memorial funds available for endowment for the further development of music in Central Illinois and for the help of worthy students in the School of Music.

A certain number of scholarships are granted to winners of first, second and third places in the Annual Scholarship Contest held each spring.

Applications for a limited number of partial scholarships will be received and considered by a special committee. A scholarship is offered to high-school students having the highest scholastic record for the four years.

### ENTRANCE REQUIREMENTS

Those seeking admission to the School of Music should make early application for entrance to the freshman class. By action of the Board of Trustees, the number of first-year students is limited to fifty.

For admission to a course leading to a bachelor's degree in music, the academic requirements are graduation from an accredited high school or



the completion of fifteen acceptable units of work in such a high school. Any deficiency in high-school credits must be made up during the first year of a degree course.

The musical requirements for admission are listed in the supplement to the University Bulletin issued by the School of Music, under "Preparatory Division."

### TIME OF ENTRANCE

The School of Music year of thirty-six weeks is divided into three quarters of twelve weeks each. Students may enter at any time and pay tuition at the quarter rate from the date of their entrance, but no student will be accepted for less than one quarter unless by special arrangement with the dean.

### SPECIAL STUDENTS

Under this classification the following divisions are made: (1) Teachers and other professional musicians who desire to coach, or to do special work along some particular line. (2) Students who simply wish to continue indefinitely their musical study. In all cases, enrollment must be for one full quarter unless otherwise arranged with the dean, and students must pay serious attention to all work elected.

### COLLEGE CREDIT

Credit for a limited number of hours in theoretical music and approved correlated courses in applied music, in dramatic art, and art will be allowed toward a baccalaureate degree in the College of Liberal Arts. See Art and Music courses in the Liberal Arts section of this catalogue.

Students of the College of Liberal Arts may present music as part of a field of concentration for a B.A. degree. See under Requirements for Graduation. Of the credits offered in music toward such a degree, twenty-four may be in theory, and twelve in applied music in one department. Students who present a first sequence in music for a B.A. degree will not be recommended for professional music positions by the School of Music, as the course is offered only for a general cultural background.

*Further information must be obtained from the Dean of the School of Music before any student elects such courses.*

### RATES OF TUITION

Tuition payments are by the quarter. The college year of thirty-six weeks is divided into three quarters of twelve weeks each and all students who are regularly enrolled in the School of Music carrying a schedule of from fourteen to seventeen hours inclusive are charged a straight tuition of \$130.00 a quarter, or \$390.00 a year. This tuition charge includes private lessons, all classes required in the School of Music courses, and practice room fees.

Any student who enrolls for private work only will be charged tuition



at the rates listed in the special music number of the University Bulletin (supplement).

### REGULATIONS

Every student, before being assigned hours for lessons, must adjust all fees and present to the instructor the countersigned enrollment card.

No deductions in fees can be made for absences from lessons. Teachers must be notified of absence from lessons at least two hours before appointment; otherwise lessons must be paid for and not made up.

All university bills for students working toward a degree are due at the opening of each quarter and must be settled at that time. Students who fail to comply with the requirement will incur an additional charge, and, pending settlement, may be excluded from classes. Under no circumstances whatever will money be refunded excepting in the case of protracted illness, when the loss will be equally divided between the student and the school.

No degrees are conferred upon students who have not paid their bills to the University, and no student can have an honorable dismissal, or certificate of progress in his studies, until his bills are settled. *Likewise registration for another quarter may not be made until charges for a preceding quarter are fully paid.*

Students must practice at the hour assigned and in the room specified on the practice schedule. No change is allowed unless by special permission from the office. Unexcused absences from assigned practice appointments will affect students' grades.

A special calendar for children, high-school students and adults will be observed, and lessons will be given regardless of college vacations.

## I. UNDERGRADUATE COURSES IN MUSIC

- I. Four-Year Course in Voice, Piano, Organ, Violin, and Composition, leading to the degree of Bachelor of Music.

All candidates for a degree must spend at least one year (the senior year) in residence at the University—except by special arrangement.

Entrance requirements for Course I will be noted under the heading "Entrance Requirements."

- II. Four-Year Course in Public-School Music for General Supervisors, leading to the degree of Bachelor of Music.

Upon completion of this course the State Board of Education will issue a special certificate allowing the holder to teach in public schools of the state. Note "Entrance Requirements."

- III. Four-Year Course in Public-School Music for Instrumental Supervisors, leading to the degree of Bachelor of Music. Note "Entrance Requirements."

#### IV. Four-Year Course in Public-School Music for Vocal Supervisors, leading to the degree of Bachelor of Music. Note "Entrance Requirements."

### COURSE I

#### Leading to the Bachelor of Music Degree

FRESHMAN YEAR	<i>Quarter Hours</i>	JUNIOR YEAR	<i>Quarter Hours</i>
*Major Subject, Voice, violin, piano, organ or band instrument. 2 one-half hour lessons a week.....	12	*Major Subject .....	18
Minor Subject, Voice or some instrument. 1 one-half hour lesson a week.....	3	Minor Subject .....	3
Harmony and Ear Training.....	12	Counterpoint .....	6
*Ensemble, chorus, orchestra or band... Recital—Required .....	10	History of Music.....	6
English Composition .....	3	Language (2nd year of one or 1st year of an additional language).....	12
Physical Education .....	3	*Ensemble, chorus, orchestra, or band... Recital—Required .....	3
Elective .....	5	Elective in Education.....	3
	<hr/> 45		<hr/> 48
SOPHOMORE YEAR	<i>Quarter Hours</i>	SENIOR YEAR	<i>Quarter Hours</i>
*Major Subject .....	12	*Major Subject .....	18
Minor Subject .....	3	Minor Subject .....	3
Harmony and Sight Singing.....	12	Orchestration .....	6
*Ensemble, chorus, orchestra or band... Recital—Required .....	15	Form and Analysis .....	3
French or German (first year).....	3	Conducting .....	3
Educational Psychology .....	3	*Ensemble, chorus, orchestra or band... Recital—Required .....	10
Physical Education .....	3	Electives (Liberal Arts or Music).....	3
	<hr/> 48	Speech .....	3
			<hr/> 46

### COURSE II

#### General Supervisor's Course

#### Leading to the Bachelor of Music Degree

FRESHMAN YEAR	<i>Quarter Hours</i>	JUNIOR YEAR	<i>Quarter Hours</i>
†Applied Music .....	9	†Applied Music .....	12
Harmony and Ear Training.....	12	Counterpoint .....	6
Public-School Methods (Instrumental).....	6	History of Music.....	6
English Composition .....	10	Student Teaching .....	9
Social Science Survey .....	10	Measurements and Guidance.....	3
Physical Education .....	3	American Public Education .....	3
Recital—Required .....	—	Electives (Liberal Arts).....	10
†Ensemble, chorus, and orchestra or band, or training orchestra or band.....	—	Recital—Required .....	—
	<hr/> 50	†Ensemble, chorus, and orchestra or band, or training orchestra or band.....	—
			<hr/> 49
SOPHOMORE YEAR	<i>Quarter Hours</i>	SENIOR YEAR	<i>Quarter Hours</i>
†Applied Music .....	12	†Applied Music .....	12
Harmony and Sight Singing.....	12	Orchestration .....	6
Public-School Methods (Vocal) .....	6	Form and Analysis.....	3
Humanities Survey .....	12	Conducting .....	3
Educational Psychology .....	3	Speech .....	3
Principles and Methods of Secondary-School Teaching .....	5	Natural Science Survey.....	10
Physical Education .....	3	Electives (Liberal Arts).....	10
Recital—Required .....	—	Recital—Required .....	—
†Ensemble, chorus, and orchestra or band, or training orchestra or band.....	—	†Ensemble, chorus, and orchestra or band, or training orchestra or band.....	—
	<hr/> 53		<hr/> 47

\* While no specific credit is given for Ensemble, the student must do satisfactory work in two of the performing groups in order to receive full credit for the applied music major.

† No specific credit is given for Ensemble, but unless satisfactory work is done in two performing groups, full credit cannot be given for the applied music major.

## COURSE III

## Instrumental Supervisor's Course

## Leading to the Bachelor of Music Degree

The curriculum is generally the same as in Course II, with the following to be noted:

The applied music major will be a band or orchestral instrument (piano and voice must also be included at some point in the course), and a comprehensive program of study covering instruments and the administration of the instrumental program will be carried out by the student.

To satisfy the ensemble requirement, those majoring in string instruments will play in the University Orchestra; those majoring in brass or woodwind instruments will play in the Band. Certain wind instrument majors will be required to play in the orchestra, while the remainder will sing in the chorus. String majors will also enroll in band or chorus, or in the instrumental training groups.

The student in Course II, III, or IV is advised to use his liberal arts elective requirement to accumulate sufficient credit for a minor teaching subject.

## COURSE IV

## Vocal Supervisor's Course

## Leading to the Bachelor of Music Degree

The curriculum is generally the same as in Course II or III, with the following to be noted:

The applied music major will be voice or piano. Piano majors must, however, complete at least two full years of voice, and both voice and piano majors will be required to participate in various activities, both curricular and extra-curricular, designed to broaden the scope of their experience in the vocal field.

The ensemble requirement will be satisfied by enrolling in the University Chorus during the entire course. Study of instruments and limited participation in instrumental ensembles will be possible on an elective basis for those interested.

Note: No student in Course IV can be recommended for any teaching position involving instrumental teaching or supervising. Those who wish to be qualified for the latter should enroll in Course II, in which a comprehensive program of instrument study and instrumental ensemble participation is definitely required.

## ADDITIONAL REQUIREMENTS FOR GRADUATION

Candidates for Course I must present 187 quarter hours. Candidates for Courses II, III, and IV must present 199 quarter hours.

All music students must attend Recital.

Substitutes in academic subjects may be made only upon approval of the Dean and the Registrar.

All junior and senior Piano and Organ major students will do two hours a week of studio accompanying.

All junior and senior violinists, 'cellists, orchestral instrument majors, and pianists must attend Chamber Music Classes. Voice students also are urged to attend these classes for audition.

All students are expected to practice from two to three hours daily in their major subject.

Before making a public appearance a student must consult his major teacher.

Students who are excused on a physician's certificate from Physical Education must offer equivalent credits in music as a substitute.

All juniors and seniors are required to assist in the theory department in checking harmony exercises and in tutoring.

All students working for a degree in Course I must give a Junior Recital and a Senior Recital. Junior and Senior Recitals are not a definite requirement of students in Courses II, III, and IV, but the question will be decided by the head of the department in which the student is majoring, together with the dean.

All candidates for graduation must complete work as follows: First, they must complete work in Piano equal to the entrance requirements listed under the heading "Preparatory Piano Course" in the special music number of the University Bulletin (supplement). Second, they must demonstrate vocal technique equal to two years of serious vocal study.

## DESCRIPTION OF COURSES

*HARMONY AND EAR TRAINING (A)*. Study of chords and their relation to one another, keyboard harmony, melodic and harmonic dictation. Text—Piston, White. (Harder)

*HARMONY AND SIGHT SINGING (B)*. Study of chord progressions, key relations, modulations, altered chords, in keyboard, written work, syllable singing, and dictation. Text—Piston, Wedge, Montani. (Smith)

*COUNTERPOINT (C)*. Study of writing and analyzing melody in one voice, two voices, three and four voices. Text—Goetschius, Richardson. (Smith)

*FORM AND ANALYSIS (C)*. The study of standard compositions in regard to phrases, parts and movements, and key relationships. Text—Goetschius. (Smith)

*MUSIC HISTORY (C)*. Time is given to the early and primitive development of the art, with special stress upon the classical, Roman and



modern periods, together with present day conditions and tendencies.  
Text—Bernstein. (Husted)

*ORCHESTRATION (D)*. Study of orchestral transcriptions for small ensemble groups up to symphonic orchestras. Text—Heacox. (Scott)

*PUBLIC-SCHOOL MUSIC METHODS (A)*. Band and orchestra in public schools. No text. (Hargreaves, Wyman, Miletitz)

*PUBLIC-SCHOOL MUSIC METHODS (B)*. This course deals with the plans of music and the teachers in the schools and in the community.  
Text—Music Hour Series. (Spier)

*CONDUCTING (D)*. Baton technique in its relationship to the bases of musical interpretation. Development of rhythmic and aural faculties essential to successful direction of vocal and instrumental ensembles.  
Text—Van Hoesen Handbook of Conducting. (Hargreaves)

*CONCERT BAND*. Conducting, program building, rehearsal methods, organization and administration. Special attention is given to the reading of symphonic band literature, including the better works of modern composers, both foreign and American. No text. (Wyman)

*UNIVERSITY ORCHESTRAS*. The University Symphony, Chamber Orchestra, and String Orchestra serve as laboratories for the practical training of prospective teachers, conductors, and performers. Literature covering a wide scope of interests (ranging from pieces suitable to school orchestra purposes to the best symphonic fare) is studied with particular attention to the development of ensemble feeling and interpretive sense.  
No text. (Hargreaves)

*MARCHING BAND TACTICS*. Applied and theoretical work in marching band maneuvers and administration. The course will consist of rehearsals, performances, and class meetings. (Wyman)

*TRAINING BAND*. This course is available for any students who lack the advanced requirements of Concert Band. Rehearsal methods, band fundamentals and reading of materials for class D, C and B Bands. Also for Junior and Senior instrumental majors' practice in conducting and playing minor instruments. (Wyman)

*TRAINING ORCHESTRA*. An ensemble intended to serve the dual purpose of providing opportunity for increased technical facility in string minors and of acquainting the student with the materials and procedures suited to string classes, string orchestras, and full orchestras. String majors are encouraged to play string instruments least similar to their own; other members of the group are expected to have had at least minor experience on one of the strings. (Hargreaves)

*VOICE*. This course of instruction is based primarily upon the Italian school for training voices. Correct tone placement, so that the pupil produces tones throughout all registers with ease, and with firm, even quality, is the foundation of good singing. During the first year especial attention is given to a systematic course in breathing, tone placement and analysis

of vowels and consonants relative to vocal needs. At all times attention is given to perfect enunciation, and German, French and Italian diction is taught in connection with actual song coaching. The song literature of America, England, Germany, France, and Italy is studied, and satisfactory performance of songs and oratorios, and operatic arias from each of these schools, is necessary. (Holliger, Green, Charles)

*VIOLIN AND VIOLA.* In the elementary work the establishment of the fundamental principles of position and exact intonation demand far more attention on the part of pupil and teacher than the mere mastery of a certain amount of material.

When a pupil is able to participate in concerted work without detriment to his position, fingering, bowing, etc., he will be given an opportunity to do so.

The requirements in Violin include the completion of the Etudes by Kayser, Mazas, Kreutzer and Florillo; Concertos by Viotti, Kreutzer and Rode; Sonatas by Handel, Bach, Tartini and Beethoven; Romances by Beethoven; other pieces of the difficulty of the First or Seventh Concertos of de Beriot; the Etudes by Rode, Gavinne, and Dont; Concertos by Bach, Spohr, Mozart, Mendelssohn, Bruch, Wieniawski, and solo pieces of equal difficulty. Sufficient knowledge of the viola is also required to enable the pupil to play the viola part of a Mozart Quartet. (Butler, Miletitz)

*VIOLONCELLO AND CONTRABASS* receive the same attention as does the violin. (Husted, Hargreaves)

*PIANO.* Following is a general outline of material which, or its equivalent, must be covered.

First year—Czerny, op. 299; Bach, Two-Part Inventions; Mozart or Haydn; Sonatas; Chopin, Preludes; MacDowell, Woodland Sketches, Sea Pieces; Debussy, Arabesques; Grainger, Country Gardens.

Second Year—Czerny, op. 740; Bach, Three-Part Inventions; Beethoven, easier Sonatas; Mendelssohn, Songs Without Words; Chopin, Waltzes, Nocturnes; Compositions by standard modern composers.

Third Year—Clementi, Gradus ad Parnassum; Bach, French and English Suites; Kullak, Octave studies; Mozart, Fantasies; Beethoven, Sonatas; Schumann, various compositions; Romantic and modern pieces.

Fourth Year—Chopin, Etudes; Bach, Well-Tempered Clavichord; Beethoven, Sonatas, such as op. 53 or 57; Chopin, Ballades, Scherzi, Polonaises; Liszt, Rhapsodies, Studies; Brahms, Rhapsodies; Schumann, Carnaval; at least one standard Concerto; Compositions by American and foreign modern composers such as MacDowell, Grieg, Debussy, Ravel, Carpenter and Rachmaninoff. (Barris, Brandicon, Smith, Harder, Husted)

*WIND INSTRUMENTS.* In this department opportunity is offered for the study of any wind instrument. The most modern methods are used in the teaching of all instruments. In this as in other departments the

work is taught beginning with elementary scale and technical study and extended over the more difficult literature written for wind instruments (Wyman, Edwards, Miletitz)

*ORGAN.* The Organ department is one of the largest in the Midwest and has unusually fine equipment in Presser Hall. There are seven organs, including a large four-manual and six two-manual organs. Specifications of the Hinners four-manual organ are as follows:

#### GREAT ORGAN

Open Diapason, 8 ft., 73 pipes  
Second Open Diapason, 8 ft., 73 pipes  
Doppel Flöte, 8 ft., 73 pipes  
Dulciana, 8 ft., 72 pipes  
Viola d'Gamba, 8 ft., 73 pipes

Three Rank Diapason Mixture, 183 pipes  
Flute d'Amour, 4 ft., 73 pipes  
Tuba, 8 ft., 73 pipes  
Chimes (from Echo)  
Principal, 4 ft., 73 pipes

#### SWELL ORGAN

Bourdon, 16 ft., 73 pipes  
Open Diapason, 8 ft., 73 pipes  
Viol d'Orchestre, 8 ft., 73 pipes  
Aeoline, 8 ft., 73 pipes  
Voix Celeste, 8 ft., 61 pipes  
Cornopean, 8 ft., 73 pipes

Three Rank Harmonia Aethera Mixture, 183 pipes  
Stopped Diapason, 8 ft., 73 pipes  
Flute Harmonic, 4 ft., 73 pipes  
Flautino, 2 ft., 61 pipes  
Oboe, 8 ft., 73 pipes  
Tremolo

#### CHOIR ORGAN

Open Diapason, 8 ft., 73 pipes  
Doppel Flöte, 8 ft., 73 notes  
Dulciana, 8 ft., 73 notes  
Violoncello, 8 ft., 73 notes

Flute d'Amour, 4 ft., 73 notes  
Clarinet, 8 ft., 73 pipes  
Harp Celesta, 49 bars  
Tremolo

#### SOLO ORGAN (Prepared for)

Gamba, 8 ft., 73 pipes  
Gamba Celeste, 8 ft., 61 pipes

French Horn, 8 ft., 73 pipes  
Tuba Mirabilis, 8 ft., 73 pipes

#### ECHO ORGAN

Fernflöte, 8 ft., 61 pipes  
Viol Aethera, 8 ft., 61 pipes  
Muted Viol, 8 ft., 61 pipes

Wald Flöte, 4 ft., 61 pipes  
Vox Humana, 8 ft., 61 pipes  
Cathedral Chimes, 25 bells

#### PEDAL ORGAN

Double Open Diapason, 16 ft., 32 pipes  
Bourdon, 16 ft., 32 pipes  
Liablich Gedeckt (No. 8), 16 ft., 32 notes  
Tromba Reed, 16 ft., 32 pipes

Flute, 8 ft., 32 notes  
Cello, 8 ft., 32 notes  
Chimes (from Echo)

Students are prepared for teaching and church positions, and many of them gain actual experience as organists in several of the leading churches of Bloomington and Normal. Graduates of the department are holding some of the leading organ positions of the country.

The series of vesper organ recitals, recently inaugurated by the head of the department, enable students to hear a great deal of Organ repertoire. Three special classes are conducted for the training of students for church playing, discussion of teaching materials, and considering concert repertoire. Pedal technique, registration, accompaniments, and impro-



visations are studied. A good knowledge of Piano is a prerequisite to Organ study and the study of Piano should be continued with Organ study.

Following is the course of organ study: The emphasis is on the works of Bach. After early study of basic technique, for which William Carl's Master studies are used along with like material, the Eight Short Preludes and Fugues and the Chorale-Preludes from the Liturgical Year are studied. This forms the basis of early training. Smaller works of other composers, such as Guilmant and Rheinberger, are studied concurrently. Then come the Preludes and Fugues of the Master-period, Larger Chorale-Preludes, and Trio Sonatas. At this approximate time the works of Cesar Franck, Widor, Vierne, Reger, Maleingreau and others, including works of American composers, are studied. The entire four years' course is designed to acquaint the student with the best organ literature and that literature is selected which has true musical value, as well as organic appeal. (Scott)

*CHURCH MUSIC.* Realizing the trend of the times, with an attendant revival of interest in the best in church music, the School of Music is meeting this situation by adding to its curriculum definite courses in Church Music. The Organ repertoire classes make a thorough study not only of general organ literature, but also Church Organ and Church Choral Literature. (Scott)

*NORMAL PIANO METHODS FOR CHILDREN.* This course is designed to be practical and is of great value to both the busy teacher and to students preparing to teach. Students who are sufficiently equipped in Piano, Harmony and Musical History may enter the class.

The course consists of the presentation of modern methods in teaching children of kindergarten, elementary and preparatory age. All phases of music education, including Keyboard, Music Study, Rhythm, Ear Training, Music, Games, etc., are studied. Actual teaching is required. (Newcomb)

## II. GRADUATE DEPARTMENT

### MASTER OF MUSIC DEGREE

As a result of the increased demand for more than undergraduate training in all lines of the music profession, the School of Music in 1932 established a Graduate Department to accommodate qualified students in limited fields of concentration. The general requirements for graduate study leading to a degree are listed below, and fields of concentration are shown. The institution, however, treats each case individually, and although the courses as outlined will serve as a general guide, the student has some choice in determining his course.

It is the sincere aim of the Graduate Department, in keeping with advanced educational theory and practice, to evolve a curriculum suited



to the most urgent needs of the individual and his relationship to the field of music. The curriculum is designed to give the student a comprehensive, but thorough, preparation in his special field, as well as to develop in him greater breadth and skill in intellectual and artistic pursuits in general. That this has been successful is shown in the recognition extended by educators to graduates of the Department, and in the fact that many graduate students have taken better positions as a direct result of study done in this institution.

In the past two or three years, very considerable reorganization of the Graduate Department and its facilities has taken place. Besides expanding the graduate faculty, the School of Music has greatly increased its expenditures for books and other related equipment, with the result that the graduate reference library is today outstanding in the Middle West. A large collection of music materials is being augmented and classified for most convenient research.

National recognition of the work done in the Graduate Department came in an official sense with its inclusion in the first list of schools approved for graduate study by the National Association of Schools of Music. This list, released at the beginning of 1943, climaxed six years of investigation by the Association into all tangible aspects of the graduate practices of member schools.

### DESCRIPTION OF COURSES\*

#### *ADVANCED CONDUCTING AND INTERPRETATION*

2 hours' credit

Refinement of baton technique; development of critical listening faculties as applied to the performance standards of vocal and instrumental ensembles; score reading in terms of musical and technical values; excursions into the literature on Musical Expression, culminating in the application of derived principles. (Hargreaves)

#### *ADVANCED COUNTERPOINT* . . . . . 2 hours' credit

This course is organized in such a manner as to encourage the graduate student to assimilate the techniques of counterpoint into his own essays in composition and arranging. Various contrapuntal tools are used in connection with suitable compositional forms, which are written for a variety of instruments (such as strings, woodwinds, organ). (Smith)

#### *ADVANCED HARMONIC ANALYSIS* . . . . . 4 hours' credit

Emphasizing aural perception, this course reviews the range of harmonic progressions, modulations, and scale forms from early musical periods to the present. Wherever possible, modern tendencies are related to their antecedents, as in the case of the revived use of modes. Reference to altered chords and to the less usual scale patterns is used to clarify the musical parentage of modern materials. A synthesis of harmony, counterpoint,

\* Since this department is not affected by the accelerated war program, course offerings remain on the semester basis.

orchestration, and form is realized in the analysis of some large symphonic work. (Smith)

*ARRANGING FOR THE SYMPHONIC BAND* . . . . . 4 hours' credit

This course is a study of the art of practical modern symphonic band scoring, including band voicing, tonal color and blend, use of instrumental choirs, cueing, analysis of modern symphonic band scores, and practice in scoring for various wind instrument combinations. Students will be given an opportunity to hear their arrangements performed. An understanding of transposition, of the principles of wind instrument playing, and of the ranges of the instruments is prerequisite to the election of the course.

(Wyman)

*COMPOSITION* . . . . . 4 hours' credit

A survey course in musical composition suited (in terms of freedom to work in the shorter forms and in less advanced idiom) to the needs of the graduate student whose major professional interests lie outside the field of composition.

(Scott, Green)

*ORCHESTRATION AND ARRANGING* . . . . . 4 hours' credit

An advanced course in the art of scoring for symphony orchestra and for the smaller ensemble. While some consideration is given the musical characteristics of the various orchestral instruments, elementary knowledge of instrumentation is assumed, and the primary concerns of the course are with the adequate rendering of harmonic and other implications of outstanding musical literature in terms of the instrumental combination studied. Arrangements of piano and organ works by Bach, Franck, Mendelssohn, Schumann, Chopin, and other composers are made, with special attention to the treatment of altered chords, cadences, motives, figures, dynamics, and the like.

(Scott)

*PIANO LITERATURE AND PEDAGOGY* . . . . . 2 hours' credit

Designed to broaden and intensify the student's acquaintance with a wide range of piano music, this course deals with methods of teaching standard repertory from the easiest compositions (not "teaching pieces") through those which might challenge the advanced performer. Implementing the discussion of general musicopedagogical principles, practical problems in specific compositions are analyzed in detail. With a view to the personal growth of the candidate for the Master's degree, one objective of the course is knowledge of compositions not especially suitable for average teaching, but worthy of their place in the concert repertory.

(Barris)

*PSYCHOLOGY OF MUSIC* . . . . . 2 hours' credit

Particularly adapted to the viewpoint of the teacher of music, this course presents material from the growing field of music psychology as an aid to the understanding of the nature and extent of individual differences in musical talent. Specific preparation in the psychology of audition, in the psychology of motor control, and in the analysis of the musical mind leads to a natural application in the psychology of musical training.

(Hargreaves)

*RESEARCH IN MUSIC*

Although benefiting by supervision, the graduate student is encouraged to regard his investigations leading to the thesis as an opportunity to demonstrate his independent organizing ability in the chosen field. Candidates for the degree with a major in performance will normally be concerned with the literature of their voice or instrument, or with some aspect of the technic of performance (Credit: 2 hours). The major in music education ordinarily indicates absorption with a special problem or phase of the teaching of music, whether in the public school, private studio, or collegiate music school. (Credit: 6 hours). (Hargreaves)

*SEMINAR: THE APPLICATIONS OF MUSICOLOGY TO MUSIC EDUCATION* . . . . . 6 hours' credit

Primarily considered as the major course for the candidate for the master's degree in music education, Seminar well reflects the department's philosophy that music education includes, but is not simply synonymous with, public-school music. Rather, the work is designed to provide opportunities also for the pedagogical advancement and musical broadening of the teacher of music in college, university music department, or conservatory. Music curricula of the several types of institutions, as well as materials and methods appropriate to various aspects of music teaching, are reviewed against the background of an introduction to the field of musical research. While general focal points such as acoustics, psychophysiology, pedagogy, theory, and aesthetics absorb the interest of the group, the individual student is encouraged to engage in a study of their specialized applications to his own major outlet in music. (Hargreaves)

*TESTS, MEASUREMENTS, AND GUIDANCE IN MUSIC*

2 hours' credit

As a logical sequel to Psychology of Music, one objective of this course is to acquaint the student with the standard tests of sensory capacities, appreciation, achievement, and the like in the field of music. A secondary aim is that of briefly reviewing such statistical and other data as make for intelligent evaluation of the various tests and of their results. The ultimate goal is the evolving of a guidance program suited to the particular type of music teaching in which each class member is primarily interested. (Hargreaves)

*VOICE LITERATURE AND PEDAGOGY* . . . . . 2 hours' credit

A complete resume of the technique of voice production illuminated by the study of appropriate vocal literature. The formulation of an enlightened teaching program is vitalized by concurrent opportunities for practice in actual voice teaching. Research is undertaken by the class into repertoire suited to the correction of faulty production, extension of range, and the like. A further objective is the study of representative works from the bel canto, French, German, Italian, English, American folk, and modern American Schools of vocal literature.

As an outgrowth of correct singing by the individual, the art of blending voices in the choral ensemble is given attention. (Holliger)



## CURRICULA

All candidates for the Master's degree pursue one of the following curricula: (Note: No applicant may elect the curriculum under I without the approval of the Director.)

## I. APPLIED MUSIC MAJOR: Organ, Piano, Voice, Violin \*

Required	Semester Hours
Applied Music .....	12
Sequence of courses selected from the offerings of the department (to include at least one theory course and some credit in Seminar) . . .	14
Recital (public) .....	2
Thesis (in material of major field) .....	2
	<hr/> 30

## II. MUSIC EDUCATION MAJOR

Required	Semester Hours
Seminar: The Applications of Musicology to Music Education .....	6
Psychology of Music .....	2
Tests, Measurements, and Guidance in Music .....	2
Sequence of courses selected from the offerings of the department (to include at least one theory course) .....	10
Applied Music .....	4
Thesis . . .	6
	<hr/> 30

The tuition for the entire course of study leading to the Master of Music degree usually totals an amount somewhere between \$350 and \$400.

## GENERAL INFORMATION

The following information should be read with care:

1. Persons holding a Bachelor of Music degree or its equivalent from an institution of recognized standing may become applicants for the Master's degree.

2. No individual may enroll in the Graduate Department without having made acceptable application to the Director.

3. The minimum residence requirement is one academic year, or four summer sessions of six weeks each. No more than 8 hours' credit may be accumulated during any single summer session. A credit not in excess of 4 semester hours may be accumulated during any single semester of the regular academic year by part-time students holding a position elsewhere.

4. The institution shall have the power to decide wherein a student is in any manner deficient, regardless of the number of credits ac-

\* Information concerning technical requirements in the several fields of performance may be secured by addressing the Director of the Graduate Department.



cumulated, and shall recommend means whereby such deficiency may be remedied.

5. In order to become an actual candidate for the Master of Music degree, the student must meet the requirements of the Approved List at least a semester or its equivalent before the expected date of graduation. This involves (1) maintaining a satisfactory level of work in graduate courses, and (2) presenting a brief outline for the treatment of the thesis topic.

Upon completion of the course work and of the thesis, the candidate must be prepared to pass an oral examination on the material of his thesis.

6. Any student who has failed to complete work for the degree during a period of five years from the date of his initial enrollment will be subject to a penalty, assessed by action of the institution.

7. All resident graduate students shall attend Recital and be enrolled in the University Chorus, Orchestra or Band.

### III. ART AND DRAMATIC ART

#### ART

PROFESSOR LOOMIS, MR. MCKNIGHT\*, MR. ALDRICH,  
MR. DAVIS, MISS ROBINSON

Courses in the Department of Art are planned, in the main, for two types of students: those with exceptional talent who wish to point toward professional and vocational training in art, and also for those who have never thought of themselves as artists, but who would seek a more personal expression through the usefulness of color, making a drawing, designing a room, cutting a block print, or analyzing a work of art. One may thereby enrich his cultural knowledge.

For the student who majors in art, a program designed to meet his individual needs and vocational aims is planned in personal conferences. The ultimate aim in any case is to assist in developing the whole personality through art.

Advanced students usually concentrate in the field of Drawing, Painting, Design or Art History, and in their junior or senior year, or both, do specialized work in the field of their special interest under a course called Projects.

At least one year of Drawing, Painting, Design, and Art History are required of all art majors, in addition to two years of a foreign language. A maximum of 60 hours' credit in art courses may be counted toward a degree.

By arrangement with McKnight and McKnight, a nationally known publishing house located in Bloomington, and with the Kane Advertis-

\* On leave for military service.

ing Agency, advanced art students may work part-time on actual assignments in the art departments of these firms.

A close program of cooperation between Illinois Wesleyan and the Bloomington Art Association enables students to have contact with the many renowned artists who visit the campus and community. Numerous art exhibits are brought to Bloomington and the campus each school year.

The Department of Art owns a large collection of framed color prints of old and modern masters, which are lent to the students for use in their dormitory rooms. Each year the university expects, also, to add to its collection of important original paintings.

Students are eligible to compete for the Merwin medal and cash prizes which are awarded at the annual amateur exhibit in Bloomington.

*Minimum Sequence:* 24 quarter hours.

#### *Classes for Underclassmen*

**DRAWING.** (B) Drawing from the costumed figure, still life, and imagination; abstractions, representation and expressive pictorial design. Mediums are charcoal, pencil, pen, wash and pastel. (3) Three quarters.

**DESIGN.** (B) Theory and practice of design and color. Practical problems in textiles, book jackets, decorative and industrial design. Study of space relations, interrelating demands of color, value and materials. (3) Three quarters.

**LIFE DRAWING.** (B) Expressive form sketches and finished drawings from the model. All of the various drawing media are used. (1) Three quarters.

**ART APPRECIATION.** (B) Lectures on the main periods of art history from prehistoric man to the present time. The art of various periods will be compared with one another and various techniques will be demonstrated. This course will also be open to the community. (1) One quarter.

#### *Courses for Upperclassmen*

**PAINTING.** (C) Creation of unrestricted subject matter, including expressive compositions, portrait, still life and landscape, or combinations of these. Mediums are oil, water color, gouache, frescoe, and egg tempera. (3) Three quarters.

**POSTER AND LETTERING.** (C) A study of the basic alphabets, poster design and color, and the application of them with air brush, silk screen, and painting. (2) Three quarters.

**ANCIENT ART.** (C) The history of art and architecture from the time of prehistoric man to the time of Constantine. Included are the arts of Egypt, Assyria, Crete, Greece and Rome. (3) One quarter, alternate years.

**MEDIEVAL ART.** (C) A history of art from the Byzantine through the Romanesque and Gothic periods. Emphasis is placed upon the social

history of the times from which grew architecture, mosaic, stained glass, and other arts. (3) One quarter, alternate years.

*RENAISSANCE ART.* (C) A study of the art produced in the North and South of Europe from 1400 to 1800. Special attention is paid to the changing social and political aspects of the times. (3) One quarter, alternate years.

*CONTEMPORARY ART.* (C) An analysis of the art movements from 1800 through the modern "isms". Special emphasis is placed upon the relation of modern art forms to the cultural patterns of the past. (3) One quarter, alternate years.

*SEMINARS.* (D). (1) One quarter.

Prehistoric and American Indian Art. (Aldrich)

Modern Photographic Art. (Davis)

Modern American and European Art. (Robinson)

*PROJECTS.* (D). In this course qualified students may do special study in the field of their chosen interest. The work may be of a creative nature or it may be research in some particular field. The hours and nature of the work will be decided upon after consultation with the head of the Department of Art. Credit arranged. Three quarters.

## DRAMATIC ART

MISS GUNN

The work of this department covers all phases of Dramatic Art. Both interpretation and character reading are given especial attention, in individual lessons and in groups.

## IV. JUNIOR COLLEGE OF MUSIC

Springfield, Illinois

The Junior College of Music of Illinois Wesleyan University has been established to make available to residents of the Springfield area, at less expense, the same outstanding musical opportunities afforded students by the parent institution at Bloomington, undoubtedly the most progressive of its kind in the Midwest.

Since living expenses represent the largest item in the budget of a student away from home, Springfield musicians can complete the first two years of study locally, at a minimum cost. Then by entering school at Bloomington as juniors, instead of freshmen, they can afford not only the two remaining years necessary for the bachelor's degree, but also an additional year of study for the master's degree, a privilege that many talented and ambitious students could not otherwise enjoy.

The Junior College of Music presents courses exactly as outlined for the School of Music in this catalogue, which contains complete in-

formation regarding curricula, fees, etc. The faculty is comparable in every way and the high standards of the parent school are strictly maintained.

This college also provides the opportunity for younger students to build thorough musical foundations for later advanced study or for participation in the musical life of their community. Private lessons and classes are open to adults who wish to continue their music education.

### *Faculty*

E. CARL LUNDGREN, M.Mus.Ed.

B.Mus.Ed., Columbia School of Music; B.Mus., Illinois Wesleyan University; M.Mus.Ed., University of Michigan.

Further study with Thirza Mosher, Theodore Harrison, John Dwight Sample, Daniel Prothro, Arthur Kraft, and Arthur Hackett.

*Director of the Junior College of Music and Professor of Voice* (1938)

ALMA ABBOTT LUNDGREN, M.Mus.

B.Mus., Illinois Wesleyan University; M.Mus., University of Michigan.

Further study, organ, Frank B. Jordan, Palmer Christian; piano, Ralph Dobbs.

*Professor of Organ, Piano and Theory* (1938)

FRANCES M. CHATBURN, M.A.

B.A., University of Nebraska; M.A., Columbia University.

*Professor of Public-School Methods—Vocal* (1938)

ESTHER DUNCAN, B.Mus.

B.Mus., Illinois College; Graduate work at Northwestern and Columbia Universities.

Further study, Christiansen Choral School. Coaching with Clayton Quast and Carol Pitts.

*Associate Professor of Piano and Voice* (1941) (1943)

RUTH WILKIN FRAZIER, M.A.

A.B., James Millikin University; M.A., University of Illinois.

Additional study at Teachers College, Columbia University.

*Associate Professor of English and Education* (1942)

EDWIN E. SACH, M.Mus.

B.Mus., Illinois Wesleyan University; M.Mus., Colorado State Teachers College.

*Associate Professor of Piano and Orchestral Instruments* (1943)

HARRY J. TOMLINSON, JR., M.Mus.

B.Mus., Philadelphia Conservatory; M.Mus., Sacred Music, Union Seminary.

*Associate Professor of History and Appreciation* (1943); *Instructor in Piano, Organ and Theory* (1944)

EVELYN KNISS, M.A.

B.A., Monmouth College; M.A., University of Iowa.

*Instructor in Dramatics and Corrective Speech* (1942)



## RUTH E. DUDDLESTEN

Work toward Bachelor's Degree, Illinois Wesleyan Junior College of Music.  
*Instructor in Piano* (1943)

## JEAN MACMURDO

Work toward Bachelor's Degree, Illinois Wesleyan Junior College of Music.  
*Instructor in Voice* (1943)

## JEAN MAYFIELD, B.Mus.

B.Mus., B.S. in Music Ed., University of Illinois, A.A., Stephens College.  
*Instructor in Piano and Orchestral Instruments* (1943)

## EDNA M. HALL

Study with C. R. Thompson, Professor Shoshi, D. Spence Wily, and Professor Blue, Indianapolis.  
*Instructor in Instruments* (1943)

## RUBY WALKER ANDERSON

Student of Professor A. J. Barnaby, Helen Brown Read, Klare Marie See.  
Artist pupil of Edyth Walker, former dramatic soprano, Metropolitan Opera.  
*Instructor in Voice* (1944)

## RUTH C. BLACK, M.A.

B.A., Earlham College; M.A., University of Illinois.  
*Instructor in Social Science and Humanities* (1944)

## WILMA BOWIE

Student of Sister Celestine, Sister Concepta Marie, Mario Varchi, Alma Abbott Lundgren.  
*Instructor in Piano* (1944)

## MARY M. CRANE, B.Mus.

B.Mus., Illinois Wesleyan University. Student of Ralph Dobbs and Lucy Brandicon.  
*Instructor in Piano* (1944)

## GEORGE ECKLUND, B.M.E.

B.M.E., Millikin University. Further study with Jose Echaniz.  
*Instructor in Piano* (1944)

## HELEN HENRY, B.S.

B.S. in Music Education, University of Illinois. Further study at University of Illinois.  
*Instructor in Band and Orchestral Instruments* (1944)

## WINONA RAWLINGS LEWIS, B.Mus.

B.Mus., MacMurray College. Studied with Helen Brown Read, Mrs. William Barr Brown, Alfred Neu, William Z. Fletcher.  
Further study with Joseph Cleeland. Former Music Supervisor, Sangamon County Schools.  
*Instructor in Voice* (1944)

**RICHARD T. NEESON, B.Mus.**

B.Mus., Notre Dame. Additional study with Willard Groom.

*Instructor in Piano, Organ and Band and Orchestral Instruments* (1944)

**G. MARK STOKES, A.A.G.O.**

Teacher's Certificate from Chicago Musical College.

Further study with Clarence Eddy, Felix Borowski, Zaver Scharwenka, Carlo Peroni.

*Instructor in Piano, Organ and Band and Orchestral Instruments* (1944)

**MARCI WYLE, B.Mus.**

B.Mus., American Conservatory.

Further study with Philip Barnes, Ralph Dobbs, Allen Spencer.

Graduate work at University of Michigan.

*Instructor in Piano* (1944)

**FANNIE YUTAN**

Work toward Bachelor's Degree at Illinois State Normal University and University of Illinois.

Further study with Henri J. Van den Berg.

*Instructor in Piano* (1944)

# Statistics of Graduation and Enrollment

## DEGREES CONFERRED

CLASS OF 1944

### COLLEGE OF LIBERAL ARTS

#### *Bachelor of Arts*

Chester E. Carlson  
Winston G. Churchill  
Laura Elizabeth Crossman  
Alta Marie Farr  
John Stanley Fixter  
Roy Eugene Foulke  
Pearl Dunn Hitch  
Georgia Lou Jones  
Iona Jean Kingdon  
Eloise Ardel Kruse  
Marietta Jane Laing  
Annvesta Morse

Linna Jane Owen  
Charlotte Elizabeth Schaeffer  
June Elizabeth Schultz  
Janet Sieveking  
Margot Marilyn Smith  
Ulrick Bernard Steuer  
Barbara Lou Stubblefield  
Dorothy L. Thompson  
Frank Carl Traeger  
Charlene Waterson  
Ronald James Winsor

#### *Bachelor of Science*

Dorothy Elizabeth Abberley  
Donna Brandt  
Edith Marian Campbell  
Olive M. Craig  
Beverley Louise Diers  
Wilbur Lewis Dillman  
Thorvald Lennard Eide  
Paul Herman Giese  
Harold Dean Graff  
Margaret Hayes  
Roland Eugene Herrington  
Frances Nina Hinkhouse  
Jean Miller Hornberger  
Alice Aileen Kraft

Herbert Warner McGrath  
Richard William Meikle  
Helen Hazel Melton  
Robert William Miato  
Frank Howard Nestler  
Phoebe Eleanor Nichols  
Stanley Kay Nord  
Richard Louis Peters  
Henry Petrzilka  
Robert Arthur Rank  
Lillian Virginia Roberts  
Tom Webb Wachob, Jr.  
Roberta Winterhoff

### SCHOOL OF MUSIC

#### *Bachelor of Music*

Therese Margarete Barts  
John Donelson Blyth  
Mary Virginia Carbines  
Mildred Anna Eberle  
Margaret Graham  
Marilyn Margaret Guendel  
Beatrice Horst  
Dorothy Rosina Iaggy  
Eloise Jacobs  
Mimi Maybelle Meyers

Julia K. Murray  
Rosemary Nangle  
Mary Louise Nigro  
Carolyn Potter  
Helen Pruett  
Kenneth Floyd Simmons  
Willis E. Smith  
Lydia Millicent Truc  
Ada Kathrine Walkup  
Norma Wesner

*Master of Music*

John Donelson Blyth  
Beth Murphy Dace  
Wilmay Gasaway

Louise Mann  
William Roth

## HONORARY

*Doctor of Laws*

Chen Wen-Yuan  
Fred Denton Stone

*Doctor of Divinity*

T. J. Marshall Crapp  
Walter Foster Day

*Doctor of Education*

Vernon Lewis Nickell

*Doctor of Letters of Humanity*

Edna Zimmerman



# CLASSIFIED LIST OF STUDENTS

1944-1945

## COLLEGE OF LIBERAL ARTS

### Seniors

<i>Name</i>	<i>First Sequence</i>	<i>Name</i>	<i>First Sequence</i>
Armstrong, Janet	Bus. Adm.	Krikos, Theodore	Bus. Adm.
Askew, Della	Home Ec.	Lamm, Peggy	Chem.
Bane, Ella	Eng.	Lueck, Mrs. Iona R.	Eng.
Bridges, Ruth	Chem.	Mellor, Betty Jean	Soc.
Campbell, Dorothy	French	Minch, Beverley	Home Ec.
Court, Edna Marie	Chem.	Mitchell, Frances Lou	Home Ec.
Daugherty, Marilyn Snead	History	Nixon, Milo	Rel.
Davis, Betty	English	Olson, Paul	Soc.
Engelbrecht, Marian	Biology	Osterhoudt, Jane	Eng.
Fish, Betty Lou	Bus. Adm.	Pankratz, Marilyn	Soc.
Flach, Jeanette	Soc.	Pitsch, Robert	Soc.
Fleming, Robert	Biology	Ratcliffe, Charlotte	History
Foley, Julia	Biology	Robinson, Helen D.	Rel.
Gentle, Mary Margaret	Home Ec.	Schaeffer, Helen	Home Ec.
Hartenbower, Marjorie	Home Ec.	Schlosser, Rose	French
Hill, Elizabeth	Nursing	Singley, Elsie	Soc.
Hinds, Margaret	History	Sutter, Charlotte	Home Ec.
Jones, Dorothy	Soc.	Wadington, Wallace	Math.
Kang, Esther	Home Ec.	Walden, Helen	Home Ec.
Kellison, Anne C.	Nursing	Winning, Virginia	Bus. Adm.

### Juniors

<i>Name</i>	<i>First Sequence</i>	<i>Name</i>	<i>First Sequence</i>
Baltages, Mary V.	Bus. Adm.	Mulnix, Eleanor	French
Browns, Eleanor Ann	Eng.	Ottmuller, Marion	Home Ec.
Coffey, Carol	Biology	Park, Marilyn	Biology
Copeland, Bernice	Bus. Adm.	Rapuzzi, Margaret Ann	Bus. Adm.
Foley, Mary Genevieve	Biology	Rasmussen, Marjorie	Chem.
Freese, Mary	Eng.	Saito, Perry	Rel.
Greiner, Virginia	Music	Schultz, Caroline	History
Hartenbower, Harriett	Nursing	Snider, Janice	Bus. Adm.
Hartwig, Dorothy W.	Soc.	Walters, Betty Lou	Home Ec.
Hughes, Wilma V.	Bus. Adm.	Wegel, Hallie May	Eng.
Jarrett, Vivien	Bus. Adm.	Wilcox, Anna Jane	Bus. Adm.
Lloyd, Lou Ann	Speech	Williams, Marjorie	Chem.
McCoy, Earl D.	Soc.	Williams, Roma M.	Soc.
Martin, Ilene	Nursing		

### Sophomores

Arnette, Dorothy	Bigler, Barbara
Atherton, June Ella	Brian, Margaret
Bardes Corrine	Brown, Robert Lee

Browns, Barbara  
 Campbell, Jean  
 Cunningham, Paul Joseph  
 Defenbaugh, Marilyn  
 Drake, Jonathan  
 Felsted, Hugh Herbert  
 Fenstermacher, Dorothy  
 Finley, Margaret  
 Frieburg, Mary Carol  
 Friese, James B.  
 Funk, Eloise  
 Geneva, Helen  
 Goldschmidt, Robert  
 Habecker, Betty  
 Heil, Shirley  
 Hodge, Virginia  
 Huelsman, Doris Ann  
 James, Ella  
 Jones, Nellie  
 Kleinsteinber, Grace  
 Kuhle, Jean  
 Landry, Edward  
 Lewis, Irmalee  
 Logan, Lorene  
 Mills, Jean  
 Powell, Patricia Ann

Randle, Maylene  
 Razor, Wanda  
 Reed, Duncan C.  
 Reed, Jo Ann  
 Riddle, Aitken  
 Robert, Austin  
 Roy, William  
 Schlosser, Marjorie  
 Schroeder, June  
 Sheller, Natalie  
 Stoker, Howard  
 Stoutenborough, Betty Lou  
 Straight, Joan  
 Stubblefield, Jack  
 Stubblefield, Rosemary  
 Sutton, Vernon  
 Tsuda, Merry Akiko  
 Wayland, Lou Ann  
 Weiler, Cora Jean  
 Wells, Betty Jane  
 White, Robert D.  
 Wills, Roberta  
 Workman, Mary  
 Worner, Imogene  
 Zick, Helen

### *Freshmen*

Allott, Helen  
 Anderson, Frank  
 Anderson, Walter  
 Andrews, Sarah  
 Applegate, Calvin  
 Augspurger, Alma  
 Augspurger, Anna  
 Baldrige, Hillis V.  
 Beadles, Martha  
 Becker, Vernon  
 Beckley, Elizabeth  
 Bell, Ida Mae  
 Bennett, Hendry  
 Beutke, Gordon  
 Beyer, Clarence  
 Bill, Richard K.  
 Blanchard, Anna Lou  
 Bogard, Morris  
 Bolin, Jane R.  
 Bonnell, Dean  
 Brison, Bonnie  
 Brockhouse, Helen  
 Brown, Novella Merle  
 Bunker, Chloe  
 Bunton, William  
 Butler, Emily  
 Butler, Helen R.  
 Cahan, Frank, Jr.

Carlson, Margaret  
 Carmichael, Mildred  
 Cint, James T.  
 Clothier, Patricia Anne  
 Coffey, Priscilla  
 Cunningham, James R.  
 Day, J. Kim  
 Decker, Phyllis Jeanne  
 Delap, Margaret L.  
 Desormey, James  
 Diercouff, Marilyn  
 Domeier, John  
 Doy, Athena  
 Drake, Frederick  
 Duncan, John Bruce  
 Dunnuck, Patricia  
 Erickson, George  
 Evans, Margaret  
 Ewing, Walter  
 Farley, Sara June  
 Fitch, Muriel June  
 Forsyth, Margaret Joy  
 Fort, Doris  
 Gehle, Patricia  
 Gieske, Doris  
 Gray, Harold  
 Graybill, Ralph  
 Greiner, Janet

Grossman, Richard  
 Grubb, Mary Jane  
 Guckenberger, Anne  
 Habecker, Wilma  
 Hakes, Harry, Jr.  
 Hammer, Glenn  
 Hart, Anne  
 Hastings, James Jay, Jr.  
 Heady, Nina Jane  
 Henley, Betty Jane  
 Hershberger, James  
 Hewitt, Margaret  
 Heylin, Priscilla  
 Holderly, Helen  
 Holton, Campbell, III  
 Humphries, Paul  
 Jabsen, Gerene  
 Jacobs, Patsy  
 Jordan, Helen  
 Keller, Edward Marks  
 Kingsley, Edna  
 Kreutzer, Eileen  
 KupperSmith, Marilyn  
 LaTeer, Patricia  
 Lauher, Forrest Deane  
 Leben, Mildred  
 Lennon, Robert  
 Levine, Robert  
 Liddell, Shirley  
 Linneman, William  
 Long, Patricia  
 McCloud, Martha  
 McDivitt, Betty Ann  
 McMullen, Betty Lou  
 Marr, Marcheta  
 Mauer, Joseph  
 Maxwell, Mary  
 Miller, Theodore  
 Mishler, Luella  
 Moore, James Charles  
 Morgan, Howard  
 Morrissey, John James  
 Mosgrove, Ethleyn  
 Muir, Mary Margaret  
 Mundt, William  
 Musselman, Wallace J.  
 Musson, Warren  
 Myers, Marguerite  
 Neidenberger, Betty Lou  
 Nissen, Dorothy

Oliver, Paul  
 Olsen, Evelyn  
 Olson, Ann Louise  
 O'Rourke, Mary  
 Paschen, Marilyn  
 Paulen, Frances Linda  
 Pearl, James  
 Pinkston, Ruth  
 Powers, Donald  
 Pray, Dorothy  
 Price, Robert  
 Pronger, Carol  
 Rankin, Harold  
 Ravnaas, Shirley  
 Riester, Charles, Jr.  
 Roberts, Marijane  
 Rose, Roger  
 Rosenthal, Norman  
 Ross, Ellen Jane  
 Saito, Morse  
 Sargent, Mary Louise  
 Schade, Mary Donna  
 Scott, Barbara  
 Sigler, Connie  
 Sindlinger, Marilee  
 Smith, Jean Carol  
 Spencer, Phyllis  
 Stevens, Frank  
 Stewart, Ruby  
 Stroud, Fred  
 Surface, Darlene  
 Swartz, Virginia  
 Taylor, Richard  
 Thuline, Rosalie  
 Todd, Thomas  
 Tomlin, Horace  
 VanDeventer, William  
 Vyncke, Clarence  
 Wahls, Mary  
 Walkey, Helen  
 Washburn, Patricia  
 Watson, Mary  
 Watterson, Kathleen  
 White, Jackie  
 Winland, Mildred  
 Witty, Isaac  
 Woods, Ruth Ann  
 Woznicki, Emily  
 Wright, Alice

### *Unclassified Students*

Hammer, Donna Hammitt  
 Luerssen, Mrs. Suzanne

Rodriguez, Armando  
 Toon, Josephine

*Unclassified Students*

## Summer Session, 1944

Arthur, Donald B.  
 Buscemi, Phillip  
 Costigan, Suzanne  
 Erickson, Doris R.  
 Ewaka, Michael  
 Fiscus, Glenn  
 Hinkhouse, Frances  
 Jeffords, Erskine, Jr.  
 Johnston, Kay

Martin, James P.  
 Peltz, Lynda  
 Rice, Madelyn  
 Rutledge, Dorothy  
 Sarantakos, William, Jr.  
 Schirer, Edna  
 Stanberry, Henry  
 Stiegelmeier, Patricia  
 Tully, Mary Beth

## NURSING PROGRAM

*Junior Candidates for B.S. Degree*

Garber, Dorothy

Morris, Vera Mae

*Freshman Candidates for Diplomas*

Adams, Joyce  
 Arrowsmith, Doris  
 Balding, Hazel  
 Barth, Edith  
 Bell, Ellen Louise  
 Black, Mildred  
 Blaine, Shirley  
 Bomgarden, Eleanor May  
 Bowers, Helen M.  
 Brewer, Ruby  
 Burger, Cleo E.  
 Davies, Willa R.  
 Denler, Jo Anne  
 Dossett, Ialeen Juan  
 Downing, Barbara  
 Druffel, Billie R.  
 Fleming, Betty  
 Fort, Rachel  
 Galaway, Audrey  
 Gapen, Margaret  
 Gentes, Carolyn  
 Gladden, Betty  
 Graves, Irma June  
 Grites, Dorothy  
 Hargett, Gentry  
 Hartzler, Willadene  
 Hodgson, Janice

Howard, Maxine  
 Johnston, Dorothy  
 Kramer, Dora B.  
 Marquis, Wilma  
 Meadows, Bernadine  
 Melody, Jean  
 Miller, Helen D.  
 Netherton, Gladys  
 Noper, Nancy  
 Nussbaum, Pauline  
 Phillips, Edna  
 Porzelius, Mary  
 Richison, Beverly  
 Ripsch, Doris  
 Rosendahl, Aline  
 Schertz, Ruth  
 Schewe, Doris  
 Smalley, Mildred  
 Stalter, Bernice  
 Steward, Joan  
 Thompson, Lois  
 Vawter, Wilma  
 Walden, Mary Frances  
 Weston, LuElla  
 Winter, Louise  
 Winter, Phyllis  
 Yoder, Helen

*Unclassified Students*

## Summer Session, 1944

Dehm, Dolores  
 Plotts, Rita June

Wenstrom, Helen  
 Wittenbrink, June



## SCHOOL OF MUSIC

*Graduate Students*

Brannon, Leo Udine  
 Brown, Clinton Ivor  
 Charles, Henry  
 Cobb, Donald  
 Cook, Catherine Ann  
 Duda, Walter  
 Eberle, Mildred  
 Hardenbrook, Ruth  
 Helms, Mrs. Pearl Matthews  
 Horst, Beatrice

McCabe, Betty  
 Miletitz, Felix  
 Murray, Julia  
 Nemir, Aline  
 Newlund, Dorothy  
 Potter, Carolyn  
 Thym, Adele  
 Turner, Iris  
 Windmoeller, Armand

*Seniors*

Abbott, Laura Mae  
 Belyea, Virginia  
 Bradley, Kathryn  
 Cotton, Geraldine  
 Gilley, Margaret  
 Henley, Athlyne  
 Hougham, Helen  
 Kring, Virginia  
 Lange, Maxine  
 Lemcke, Henry

Moline, Evelyn  
 Pruett, Mrs. Jean K.  
 Rote, Mabel  
 Rudicil, Gladwyn  
 Schoon, Eloise  
 Shores, Harriett  
 Swearingen, Gertrude  
 Vinson, Robert  
 Waterson, Bernadette

*Juniors*

Bane, Gwendolyn  
 Bates, Burton  
 Frieburg, Patricia  
 Gibbs, Esther  
 Griffin, Madelyn  
 Henn, Roberta  
 Hubbard, Charles

Irvin, Marjory  
 Kiddoo, Eddrie  
 Lambert, Elaine  
 Lebkuecher, Maxine  
 Shields, Wanda  
 Welch, James  
 Withey, Janet

*Sophomores*

Anderson, Marian  
 Bender, Betty  
 Bohn, Clonda  
 Brown, Audrey  
 Ciccicarelli, Wilma  
 Diener, Eleanor  
 Edwards, Evalyn  
 Good, Mary Frances  
 Goodwin, Helen  
 Lynch, Wilma  
 Mathis, Russell

Mercer, Madelyn  
 Miller, Donald  
 Munts, Marguerite  
 Nerove, Jayne  
 Pampel, Donna Belle  
 Saito, Fumiko  
 Sampson, Gloria  
 Smith, Phyllis  
 Stokes, Dorothy  
 Wakefield, Elva

*Freshmen*

Anderson, Ann Jacquelyn  
 Barclay, Dale  
 Beer, Ward, Jr.  
 Bess, Eula Mae  
 Bornstein, Albert

Brown, Eleanor Ann  
 Clegg, John  
 Coomer, Albert  
 Dabney, Bartlett  
 DeWall, Ina Rose

Engelhardt, Douglas  
 Fennelly, Robert  
 Garling, Genave  
 Goodyear, Mary B.  
 Green, Catherine  
 Hale, Virginia  
 Hamann, Mary Lou  
 Hibbs, Audrey  
 Hudelson, Rosemary  
 Jones, Catherine  
 Kantor, Mary  
 Kinnison, John  
 McSchooler, Arthur  
 Meier, Marjorie  
 Miller, Roger  
 Moore, Elizabeth  
 Moorhouse, Paul  
 Morgan, Arlee Gene

Morgan, Helen Jean  
 Nelson, Barbara  
 Nemnich, Carmen  
 Pappin, Malcolm  
 Payne, James  
 Pierce, Donna  
 Postle, Susan  
 Pretzlaff, Eldon  
 Rausch, Barbara  
 Roth, Renee  
 Schoenheider, Rose  
 Southard, Carolyn  
 Spandet, Shirley  
 Suycott, Myrtle  
 Taylor, Dorothy  
 Webb, William  
 Weber, Ellen Anne

### *Unclassified Students*

Ambrose, Mrs. Sabra Starr  
 Arbogast, Dorothy  
 Arkley, Rodney  
 Bane, Mildred  
 Bernreuter, A. L.  
 Breese, Jane  
 Burton, Mrs. E.  
 Coleman, Fletcher  
 Daniels, Mrs. Lillian  
 Dickinson, Mrs. Lucy Ellen  
 Dillon, Ilo  
 Dye, Mrs. Lillian Lynch  
 Easterling, Alan  
 Eikenmeyer, Mrs. John  
 Elfstrand, Frances  
 Fox, Katherine Davee  
 Francine, Sister Mary  
 Gill, Raymond  
 Haffner, Patricia  
 Hassenstein, Herbert  
 Henninger, Edward  
 Hitch, Mrs. Pearl  
 Howard, Mrs. Virginia

Jensen, Stanley  
 Jones, Elizabeth  
 Kaye, Mrs. A. P.  
 Krumpe, Mrs. Elizabeth  
 Lacey, Mrs. W. F.  
 Lami, Norma  
 LeBeau, Julia  
 Legner, Francis  
 Light, Jim  
 Lundgren, Amelia  
 McDaniel, Mrs. C. L.  
 McMurray, Lynn  
 McNutt, Mrs. James  
 Meers, Mrs. Frances Butler  
 Mikita, Myron  
 Monson, Gene L.  
 Pare, Perna L.  
 Patterson, Nellie  
 Poshard, Florence  
 Rowley, Mrs. Marguerite  
 Sinclair, Mrs. Duane  
 Thompson, Mrs. Neola  
 Williams, Mrs. E. C.

### *Unclassified Students*

#### Summer Session, 1944

Admire, Mrs. Harry  
 Amberg, Eva Lou  
 Arthur, Donald  
 Baker, Virginia  
 Begeman, Douglas  
 Bright, Marjorie  
 Eddy, Ina  
 Ensminger, Louise  
 Erickson, Richard

Evans, Lucia  
 Fulton, Audrey  
 Gabbert, Marcella  
 Gibbs, Vivian  
 Glover, Martin  
 Hangartner, Doris  
 Hart, Carmen  
 Harter, Martha  
 Hastings, Helen

Hastings, Miriam  
Herring, Mrs. Jean Ann  
Herron, Anna Fay  
Hix, Nelsie  
Johnson, Janece  
Lawder, Leona  
McCain, Mary  
McIntosh, Mrs. Pearl  
McMackin, Martha  
Madden, Mrs. L. W.  
Meers, Bonnie  
Meister, Lowell  
Moline, Gloria  
Myers, Fielder  
Nafziger, Evelyn  
Orr, Mary Ellen  
Pearson, Helen  
Pence, Ruth

Philip, Sister Marie  
Phillips, Barbara  
Pitsch, Mrs. Helen  
Sayler, Mrs. Annette  
Schade, Lorraine  
Schaefer, Nellie  
Schreiber, Norman  
Schultz, Marilyn  
Sheldon, Ruth  
Short, Dorothy Jean  
Smith, Mardelle  
Smith, Robert  
Snyder, Helen  
Thompson, Reeve R.  
Vercier, Norman  
Williams, Mary Lee  
Winn, Jim

# GENERAL LIST OF STUDENTS

1944-1945

Symbols—LA, College of Liberal Arts; M, School of Music; N, Nursing Program; Sr., Senior; Jr., Junior; So., Sophomore; Fr., Freshman; Un., Unclassified; Grad., Graduate; S.S., Summer Session Graduate.

Abbott, Laura Mae	M, Sr.	Canton
Adams, Joyce	N.	Weldon
Admire, Mrs. Harry	M, Un.	Normal
Allott, Helen	LA, Fr.	Normal
Amberg, Eva Lou	M, Un.	Danvers
Ambrose, Mrs. Sabra Starr	M, Un.	Normal
Anderson, Ann Jacquelyn	M, Fr.	Stanford, Ky.
Anderson, Frank	LA, Fr.	Seneca
Anderson, Marian	M, So.	Newark
Anderson, Walter	LA, Fr.	Waltham, Mass.
Andrews, Sara	LA, Fr.	Bloomington
Applegate, Calvin	LA, Fr.	Blackstone
Arbogast, Dorothy	M, Un.	Bloomington
Arkley, Rodney	M, Un.	Bloomington
Armstrong, Janet	LA, Sr.	Pontiac
Arnette, Dorothy	LA, So.	Towanda
Arrowsmith, Doris	N.	Ellsworth
Arthur, Donald	M, Un.	Bradford
Arthur, Donald B.	LA, Un.	Bloomington
Askew, Della	LA, Sr.	Normal
Atherton, June Ella	LA, So.	Chicago
Augsburger, Alma	LA, Fr.	Gibson City
Augsburger, Anna	LA, Fr.	Gibson City
Balding, Hazel	N.	Olney
Baldrige, Hillis V.	LA, Fr.	Chestnut
Baltages, Mary V.	LA, Jr.	Gary, Ind.
Baker, Virginia	M, Un.	Heyworth
Bane, Ella	LA, Sr.	Normal
Bane, Gwendolyn	M, Jr.	Ellsworth
Bane, Mildred	M, Un.	Normal
Barclay, Loren Dale	M, Fr.	Bloomington
Bardes, Corrine	LA, So.	East Keesport, Pa.
Barth, Edith	N.	Minonk
Bates, Burton	M, Jr.	Collinsville
Beadles, Martha	LA, Fr.	Bloomington
Becker, Vernon	LA, Fr.	Edwardsville
Beckley, Elizabeth	LA, Fr.	De Pue
Beer, Ward, Jr.	M, Fr.	Sidney, Ohio
Begeman, Douglas	M, Un.	Edwardsville
Bell, Ellen Louise	N.	Wapella
Bell, Ida Mae	LA, Fr.	Bloomington
Belyea, Virginia	M, Sr.	Urbana
Bender, Betty	M, So.	Bloomington
Bennett, Hendry	LA, Fr.	Harvey
Bernreuter, A. L.	M, Un.	Greenville
Bess, Eula Mae	M, Fr.	Fairbury
Beutke, Gordon	LA, Fr.	Long Point



Beyer, Clarence	LA, Fr.	Bloomington
Bigler, Barbara	LA, So.	Chicago
Bill, Richard K.	LA, Fr.	Normal
Black, Mildred	N.	Pontiac
Blaine, Shirley	N.	Normal
Blanchard, Anna Lou	LA, Fr.	Centralia
Blyth, John D.	M, S.S.	Collinsville
Bogard, Morris	LA, Fr.	Centralia
Bohn, Clonda	M, So.	Cornland
Bolin, Jane R.	LA, Fr.	East Peoria
Bomgarden, Eleanor Mae	N.	Meadows
Bonnell, Dean	LA, Fr.	Owaneco
Bornstein, Albert	M, Fr.	Clinton
Bowers, Helen	N.	Odell
Bradley, Kathryn	M, Sr.	Pontiac
Brannon, Leo Udine	M, Grad.	Bloomington
Breese, Jane	M, Un.	Bloomington
Brewer, Ruby	N.	Springfield
Brian, Margaret	LA, So.	Bloomington
Bridges, Ruth	LA, Sr.	Chicago
Bright, Marjorie	M, Un.	Stanford, Ky.
Brison, Bonnie	LA, Fr.	Paxton
Brockhouse, Helen	LA, Fr.	Jacksonville
Brown, Audrey	M, So.	Skokie
Brown, Clinton Ivor	M, Grad.	Muncie, Ind.
Brown, Eleanor Ann.	M, Fr.	Decatur
Brown, Novella Merle	LA, Fr.	Tremont
Brown, Robert Lee	LA, So.	Chicago
Browns, Barbara	LA, So.	Bloomington
Browns, Eleanor Ann	LA, Jr.	Bloomington
Bunker, Chloe	LA, Fr.	Springfield
Bunton, William	LA, Fr.	Bloomington
Burger, Cleo	N.	Bloomington
Burton, Mrs. E.	M, Un.	Bloomington
Buscemi, Phillip	LA, Un.	Bloomington
Butler, Emily	LA, Fr.	Flossmoor
Butler, Helen R.	LA, Fr.	Ringwood
Cahan, Frank, Jr.	LA, Fr.	Kankakee
Campbell, Dorothy	LA, Sr.	Tinley Park
Campbell, Jean	LA, So.	Brimfield
Carlson, Margaret	LA, Fr.	Bloomington
Carmichael, Mildred	LA, Fr.	Stanford
Charles, Henry	M, Grad.	Bloomington
Cicciarelli, Wilma	M, So.	Minonk
Cint, James T.	LA, Fr.	Champaign
Clegg, John	M, Fr.	Ottawa
Clothier, Patricia Ann.	LA, Fr.	Polo
Cobb, Donald	M, Grad.	Williamsville
Coffey, Carol	LA, Jr.	Polo
Coffey, Priscilla	LA, Fr.	Polo
Coleman, Fletcher	M, Un.	Bloomington
Cook, Catherine	M, Grad.	Sikeston, Mo.
Coomer, Albert	M, Fr.	LeRoy
Copeland, Bernice	LA, Jr.	Abingdon
Costigan, Suzanne	LA, Un.	Bloomington
Cotton, Geraldine	M, Sr.	Clinton
Court, Edna Marie	LA, Sr.	Kankakee

Cunningham, James Richard	LA, Fr.	Villa Grove
Cunningham, Paul Joseph	LA, So.	Villa Grove
Dabney, Bartlett	M, Fr.	East St. Louis
Dace, Mrs. Beth Murphy	M, S.S.	Momence
Daniels, Mrs. Lillian	M, Un.	Bloomington
Daugherty, Marilyn Snead	LA, Sr.	Jacksonville
Davies, Willa R.	N.	Stanford
Davis, Betty	LA, Sr.	La Grange
Day, J. Kim	LA, Fr.	Fithian
Decker, Phyllis Jeanne	LA, Fr.	Strawn
Defenbaugh, Marilyn	LA, So.	Bloomington
Dehm, Dolores	N, Un.	Pontiac
Delap, Margaret	LA, Fr.	Kansas
Denler, Jo Ann	N.	Secor
Desormey, James	LA, Fr.	Chicago
DeWall, Ina Rose	M, Fr.	Melvin
Dickinson, Mrs. Lucy Ellen	M, Un.	Bloomington
Diener, Eleanor	M, So.	Washington
Diercouff, Marilyn	LA, Fr.	Thawville
Dillon, Ilo	M, Un.	Bloomington
Domeier, John	LA, Fr.	Aurora
Dossett, Ialeen Juan	N.	Stanford
Downing, Barbara	N.	Lincoln
Doy, Athena	LA, Fr.	Evanston
Drake, Frederick	LA, Fr.	Aledo
Drake, Jonathan	LA, So.	Springfield
Druffel, Billie R.	N.	Robinson
Duda, Walter	M, Grad.	Minonk
Duncan, John Bruce	LA, Fr.	Bloomington
Dunnuck, Patricia	LA, Fr.	Normal
Dye, Mrs. Lillian Lynch	M, Un.	McLean
Easterling, Alan	M, Un.	Decatur
Eberle, Mildred	M, Grad.	Rock Falls
Eddy, Ina	M, Un.	Normal
Edwards, Evalyn	M, So.	Grayville
Eikenmeyer, Mrs. John	M, Un.	Minonk
Elfstrand, Frances	M, Un.	Bloomington
Engelbrecht, Marian	LA, Sr.	Lincoln
Engelhardt, Douglas	M, Fr.	Overland, Mo.
Ensminger, Louise	M, Un.	Heyworth
Erickson, Doris R.	LA, Un.	Bloomington
Erickson, George	LA, Fr.	Bloomington
Erickson, Richard	M, Un.	Normal
Evans, Margaret	LA, Fr.	Bloomington
Evans, Lucia	M, Un.	Normal
Ewaka, Michael	LA, Un.	Towanda
Ewing, Walter	LA, Fr.	Aurora
Farley, Sara Jane	LA, Fr.	Leland
Felsted, Hugh Herbert	LA, So.	Bloomington
Fennelly, Robert	M, Fr.	Hamden, Conn.
Fenstermacher, Dorothy	LA, So.	Bloomington
Finley, Margaret	LA, So.	Riverside
Fiscus, Glenn	LA, Un.	Champaign
Fish, Betty Lou	LA, Sr.	Woodstock
Fitch, Muriel	LA, Fr.	Roodhouse

Flach, Jeanette	LA, Sr.	Comfort, Tex.
Fleming, Betty	N.	Chebanse
Fleming, Robert	LA, Sr.	Normal
Foley, Julia	LA, Sr.	Paris
Foley, Mary Genevieve	LA, Jr.	Paris
Forsyth, Margaret Joy	LA, Fr.	Olney
Fort, Doris	LA, Fr.	Kenney
Fort, Rachel	N.	Lincoln
Fox, Katherine Davée	M, Un.	Bloomington
Francine, Sister Mary	M, Un.	Bloomington
Freese, Mary	LA, Jr.	Normal
Frieburg, Mary Carol	LA, So.	Aurora
Frieburg, Patricia	M, Jr.	LeRoy
Freise, James B.	LA, So.	Alto Pass
Fulton, Audrey	M, Un.	Wood River
Funk, Eloise	LA, So.	Shirley
Gabbert, Marcella	M, Un.	Bloomington
Galaway, Audrey	N.	DeLand
Gapen, Margaret	N.	Pontiac
Garber, Dorothy	N, Jr.	Polo
Garling, Genave	M, Fr.	Bloomington
Gasaway, Wilmay	M, S.S.	Tuscola
Gehle, Patricia	LA, Fr.	Bloomington
Geneva, Helen	LA, So.	Bloomington
Gentes, Carolyn	N.	Chenoa
Gentle, Mary	LA, Sr.	Maroa
Gibbs, Esther	M, Jr.	Sparland
Gibbs, Vivian	M, Un.	Sparland
Gieske, Doris	LA, Fr.	Chatham, N. J.
Gill, Raymond	M, Un.	Bloomington
Gilley, Margaret	M, Sr.	Centralia
Gladden, Betty	N.	Wapella
Glover, Martin	M, Un.	Bloomington
Goldschmidt, Robert	LA, So.	Chicago
Good, Mary Frances	M, So.	Flanagan
Goodwin, Helen	M, So.	Wilmington
Goodyear Mary B.	M, Fr.	Watseka
Graves, Irma June	N.	Normal
Gray, Harold	LA, Fr.	Ottawa
Graybill, Ralph	LA, Fr.	Denver, Colo.
Green, Catherine	M, Fr.	Bloomington
Greiner, Janet	LA, Fr.	Bloomington
Greiner, Virginia	LA, Jr.	Peoria
Griffin, Madelyn	M, Jr.	Clinton
Grites, Dorothy	N.	Danville
Grossman, Richard	LA, Fr.	Chicago
Grubb, Mary Jane	LA, Fr.	Bloomington
Guckenberger, Anne	LA, Fr.	Cincinnati, Ohio
Habecker, Betty	LA, So.	Lake Geneva, Wis.
Habecker, Wilma	LA, Fr.	Lake Geneva, Wis.
Haffner, Patricia	M, Un.	Bloomington
Hakes, Harry	LA, Fr.	Dana
Hale, Virginia	M, Fr.	Lincoln
Hamann, Mary Lou	M, Fr.	Streator
Hammer, Donna Hammitt	LA, Un.	McLean
Hammer, Glenn	LA, Fr.	Polo

Hangartner, Doris	M, Un.	Roanoke
Hardenbrook, Ruth	M, Grad.	Catlin
Hargett, Gentry	N.	Pontiac, Mich.
Hart, Anne	LA, Fr.	Tolono
Hart, Carmen	M, Un.	Bloomington
Hartenbower, Harriett	LA, Jr.	Normal
Hartenbower, Marjorie	LA, Sr.	Normal
Harter, Martha	M, Un.	Wenona
Hartwig, Dorothy W.	LA, Jr.	Wood River
Hartzler, Willadene	N.	Bloomington
Hassenstein, Herbert	M, Un.	Bloomington
Hastings, Helen	M, Un.	Lexington
Hastings, James Jay, Jr.	LA, Fr.	Bloomington
Hastings, Miriam	M, Un.	Lexington
Hayes, Margaret	LA, S.S.	Bloomington
Heady, Nina Jane	LA, Fr.	Edwardsville
Heil, Shirley	LA, So.	Maroa
Helms, Mrs. Pearl Mathews	M, Grad.	Rantoul
Henley, Athlyne	M, Sr.	Webster Groves, Mo.
Henley, Betty Jane	LA, Fr.	Webster Groves, Mo.
Henn, Roberta	M, Jr.	Detroit, Mich.
Henninger, Edward	M, Un.	Bloomington
Herring, Mrs. Jean Ann	M, Un.	Winchester
Herron, Anna Fay	M, Un.	Windsor
Hershbarer, James	LA, Fr.	Champaign
Hewitt, Margaret	LA, Fr.	Minonk
Heylin, Priscilla	LA, Fr.	Saunemin
Hibbs, Audrey	M, Fr.	Mason City
Hill, Elizabeth	LA, Sr.	Bloomington
Hinds, Margaret	LA, Sr.	Pekin
Hinkhouse, Frances	LA, Un.	West Liberty, Iowa
Hitch, Mrs. Pearl	M, Un.	Bloomington
Hix, Nelsie	M, Un.	Hoopeston
Hodge, Virginia	LA, So.	Springfield
Hodgson, Janice	N.	Tremont
Holderly, Helen	LA, Fr.	Arrowsmith
Holton, Campbell, III	LA, Fr.	Bloomington
Horst, Beatrice	M, Grad.	Beecher City
Hougham, Helen	M, Sr.	McLean
Howard, Maxine	N.	Colfax
Howard, Mrs. Virginia	M, Un.	Washington
Hubbard, Charles	M, Jr.	Bloomington
Hudelson, Rosemary	M, Fr.	Decatur
Huelsman, Doris Ann	LA, So.	Bloomington
Hughes, Wilma V.	LA, Jr.	Bloomington
Humphries, Paul	LA, Fr.	Bloomington
Irvin, Marjory	M, Jr.	Brooklyn
Jabsen, Gerene	LA, Fr.	Bloomington
Jacobs, Patsy	LA, Fr.	Glenwood
James, Ella	LA, So.	Fairbury
Jarrett, Vivien	LA, Jr.	Bloomington
Jeffords, Erskine, Jr.	LA, Un.	Wilmette
Jensen, Stanley	M, Un.	Minonk
Johnson, Janece	M, Un.	Normal
Johnston, Dorothy	N.	Paxton
Johnston, Kay	LA, Un.	Bloomington



Jones, Catherine	M, Fr.	Olney
Jones, Dorothy	LA, Sr.	Bloomington
Jones, Elizabeth	M, Un.	Bloomington
Jones, Nellie	LA, So.	Minonk
Jordan, Helen	LA, Fr.	Bloomington
Kang, Esther	LA, Sr.	Los Angeles, Calif
Kantor, Mary	M, Fr.	Peoria
Kaye, Mrs. A. P.	M, Un.	Bloomington
Keller, Edward Marks	LA, Fr.	Wilmette
Kellison, Anne C.	LA, Sr.	Normal
Kiddoo, Eddrie	M, Jr.	Abingdon
Kingsley, Edna	LA, Fr.	Chicago Heights
Kinnison, John	M, Fr.	Lincoln
Kleinsteiber, Grace	LA, So.	Canton
Kramer, Dora B.	N.	Kankakee
Kreutzer, Eileen	LA, Fr.	Evanston
Krikos, Theodore	LA, Sr.	Bloomington
Kring, Virginia	M, Sr.	Racine, Wis.
Krumpe, Mrs. Elizabeth	M, Un.	Peoria
Kuhle, Jean	LA, So.	Bloomington
Kuppersmith, Marilyn	LA, Fr.	Bloomington
Lacey, Mrs. W. F.	M, Un.	Bloomington
Lambert, Elaine	M, Jr.	Tonica
Lami, Norma	M, Un.	Pekin
Lamm, Peggy	LA, Sr.	Bloomington
Landry, Edward	LA, So.	Bloomington
Lange, Maxine	M, Sr.	Fairbury
LaTeer, Patricia	LA, Fr.	Peoria
Lauher, Forrest Deane	LA, Fr.	Bloomington
Lawder, Leona	M, Un.	Normal
LeBeau, Julia	M, Un.	Bloomington
Leben, Mildred	LA, Fr.	Bloomington
Lebkuecher, Maxine	M, Jr.	Bloomington
Legner, Francis	M, Un.	Bloomington
Lemcke, Henry	M, Sr.	Webster Groves, Mo.
Lennon, Robert	LA, Fr.	Chicago
Levine, Robert	LA, Fr.	Chicago
Lewis, Irmalee	LA, So.	Ellsworth
Liddell, Shirley	LA, Fr.	Chicago
Light, Jim	M, Un.	Bloomington
Linneman, William	LA, Fr.	Bloomington
Lloyd, Lou Ann	LA, Jr.	Bloomington
Logan, Lorene	LA, So.	Gibson City
Long, Patricia	LA, Fr.	Middletown
Lueck, Mrs. Iona R.	LA, Sr.	Normal
Luerssen, Mrs. Suzanne	LA, Un.	Bloomington
Lundgren, Amelia	M, Un.	Lostant
Lynch, Wilma	M, So.	Shipman
McCabe, Betty	M, Grad.	LeRoy
McCain, Mary	M, Un.	Bloomington
McCloud, Martha	LA, Fr.	Tiffin, Ohio
McCoy, Earl D.	LA, Jr.	Springfield
McDaniel, Mrs. C. L.	M, Un.	Bloomington
McDivitt, Betty Ann	LA, Fr.	Franklin Grove
McIntosh, Mrs. Pearl	M, Un.	Colfax

McMackin, Martha	M, Un.	Salem
McMullen, Betty Lou	LA, Fr.	Springfield
McMurray, Lynn	M, Un.	Bloomington
McNutt, Mrs. James	M, Un.	Normal
McSchooler, Arthur	M, Fr.	Pekin
Madden, Mrs. L. W.	M, Un.	Wapella
Mann, Louise	M, S.S.	Chester
Marquis, Wilma	N.	Buda
Marr, Marcheta	LA, Fr.	Plainfield, N. J.
Martin, Ilene	LA, Jr.	Bloomington
Martin, James P.	LA, Un.	Bloomington
Mathis, Russell	M, So.	McNabb
Mauer, Joseph	LA, Fr.	Bloomington
Maxwell, Mary	LA, Fr.	Arcola
Meadows, Bernadine	N.	Olney
Meers, Bonnie	M, Un.	Bloomington
Meers, Mrs. Frances Butler	M, Un.	Danville
Meier, Marjorie	M, Fr.	St. Anne
Meister, Lowell	M, Un.	Peoria
Mellor, Betty	LA, Sr.	Stronghurst
Melody, Jean	N.	Pontiac
Mercer, Madelyn	M, So.	Mendota
Mikita, Myron	M, Un.	Streator
Miletitz, Felix	M, Grad.	Bloomington
Miller, Donald	M, So.	Springfield
Miller, Helen	N.	Normal
Miller, Roger	M, Fr.	Atwood
Miller, Theodore	LA, Fr.	Normal
Mills, Jean	LA, So.	Streator
Minch, Beverley	LA, Sr.	Normal
Mishler, Luella	LA, Fr.	Bloomington
Mitchell, Frances Lou	LA, Sr.	Greenfield
Moline, Evelyn	M, Sr.	Richmond Heights, Mo.
Moline, Gloria	M, Un.	Minonk
Monson, Gene L.	M, Un.	Decatur
Moore, Elizabeth	M, Fr.	Johnston City
Moore, James Charles	LA, Fr.	Sullivan
Moorhouse, Paul	M, Fr.	Pekin
Morgan, Arlee Gene	M, Fr.	Clifton
Morgan, Helen Jean	M, Fr.	Portsmouth, Va.
Morgan, Howard	LA, Fr.	LeRoy
Morris, Vera	N, Jr.	Chenoa
Morrissey, John James	LA, Fr.	Bloomington
Mosgrove, Ethleyn	LA, Fr.	Mansfield
Muir, Mary Margaret	LA, Fr.	Odell
Mulnix, Eleanor	LA, Jr.	Polo
Mundt, William	LA, Fr.	Bloomington
Munts, Marguerite	M, So.	Morris
Murray, Julia	M, S.S.	St. Louis, Mo.
Musselman, Wallace J.	LA, Fr.	Lexington
Musson, Warren	LA, Fr.	Muncie
Myers, Fielder	M, Un.	Morris
Myers, Marguerite	LA, Fr.	Gibson City
Nafziger, Evelyn	M, Un.	Bloomington
Neidenberger, Betty Lou	LA, Fr.	Plainfield, Ind.
Nelson, Barbara	M, Fr.	Elgin

Nemir, Aline	M, Grad.	Austin, Tex.
Nemnich, Carmen	M, Fr.	Edwardsville
Nerove, Jayne	M, So.	Elgin
Netherton, Gladys	N.	Eureka
Newlund, Dorothy	M, Grad.	Peoria
Nissen, Dorothy	LA, Fr.	Chicago
Nixon, Milo	LA, Sr.	Chenoa
Noper, Nancy	N.	Good Hope
Nussbaum, Pauline	N.	Wolcott, Ind.
Oliver, Paul	LA, Fr.	St. Louis, Mo.
Olsen, Evelyn	LA, Fr.	Chicago
Olson, Ann Louise	LA, Fr.	Wapella
Olson, Paul	LA, Sr.	Chicago
O'Rourke, Mary	LA, Fr.	Bloomington
Orr, Mary Ellen	M, Un.	Normal
Osterhoudt, Jane	LA, Sr.	Bloomington
Ottmuller, Marion	LA, Jr.	Cullom
Pampel, Donna Belle	M, So.	Graymont
Pappin, Malcolm	M, Fr.	Albany, N. Y.
Pankratz, Marilyn	LA, Sr.	Chicago
Pare, Perna L.	M, Un.	Bloomington
Park, Marilyn	LA, Jr.	Loami
Paschen, Marilyn	LA, Fr.	Princeton
Patterson, Nellie	M, Un.	Farmer City
Paulen, Frances Linda	LA, Fr.	New Berlin
Payne, James	M, Fr.	Momence
Pearl, James	LA, Fr.	Bloomington
Pearson, Helen	M, Un.	Sibley
Peltz, Lynda	LA, Un.	Clinton
Pence, Ruth	M, Un.	Idaho Falls, Idaho
Philip, Sister Marie	M, Un.	Bloomington
Phillips, Barbara	M, Un.	Easton
Phillips, Edna	N.	Downs
Pierce, Donna	M, Fr.	Mason City
Pinkston, Ruth	LA, Fr.	Nokomis
Pitsch, Mrs. Helen	M, Un.	Hudson
Pitsch, Robert	LA, Sr.	Hudson
Plotts, Rita June	N, Un.	McLeansboro
Porzelius, Mary	N.	Carlock
Poshard, Florence	M, Un.	Peoria
Postle, Susan	M, Fr.	Urbana
Potter, Carolyn	M, S.S.	Potomac
Powell, Patricia Ann	LA, So.	Bloomington
Powers, Donald	LA, Fr.	Bloomington
Pray, Dorothy	LA, Fr.	LeRoy
Pretzlaff, Eldon	M, Fr.	Sibley
Price, Robert	LA, Fr.	Greenfield
Pronger, Carol	LA, Fr.	Blue Island
Pruett, Helen	M, S.S.	Kinmundy
Pruett, Mrs. Jean K.	M, Sr.	Gibson City
Randle, Maylene	LA, So.	Oak Park
Rankin, Harold	LA, Fr.	Lincoln
Rapuzzi, Margaret Ann	LA, Jr.	Abingdon
Rasmussen, Marjorie	LA, Jr.	Bloomington
Ratcliffe, Charlotte	LA, Sr.	Normal

Rausch, Barbara	M, Fr.	St. Charles
Ravnaas, Shirley	LA, Fr.	Steward
Razor, Wanda	LA, So.	LeRoy
Reed, Duncan C.	LA, So.	Western Springs
Reed, Jo Ann	LA, So.	Western Springs
Rice, Madelyn	LA, Un.	Bloomington
Richison, Beverly	N.	Pontiac
Riddle, Aitken	LA, So.	Bloomington
Riester, Charles, Jr.	LA, Fr.	Taylorville
Ripsch, Doris	N.	Pontiac
Robert, Austin	LA, So.	Bloomington
Roberts, Marijane	LA, Fr.	Olney
Robinson, Helen D.	LA, Sr.	Pleasant Plains
Rodriguez, Armando	LA, Un.	Tampico, Mexico
Rose, Roger	LA, Fr.	Glen Ellyn
Rosendahl, Aline	N.	Chebanse
Rosenthal, Norman	LA, Fr.	Edwardsville
Ross, Ellen Jane	LA, Fr.	Danville
Rote, Mabel	M, Sr.	Sycamore
Roth, Renee	M, Fr.	Chicago
Roth, William	M, S.S.	Webster Groves, Mo.
Rowley, Mrs. Margueritte	M, Un.	Gridley
Roy, William	LA, So.	Lexington
Rudicil, Gladwyn	M, Sr.	St. Joseph
Rutledge, Dorothy	LA, Un.	Heyworth

Saito, Mrs. Fumiko	M, So.	Chicago
Saito, Morse	LA, Fr.	Chicago
Saito, Perry	LA, Jr.	Chicago
Sampson, Gloria	M, So.	Normal
Sarantakos, William, Jr.	LA, Un.	Bloomington
Sargent, Mary Louise	LA, Fr.	LeRoy
Sayler, Annette	M, Un.	Bloomington
Schade, Lorraine	M, Un.	Bloomington
Schade, Mary Donna	LA, Fr.	Chestnut
Schaefer, Nellie	M, Un.	Pekin
Schaeffer, Helen	LA, Sr.	Bloomington
Schertz, Ruth	N.	Metamora
Schewe, Doris	N.	Arrowsmith
Schirer, Edna	LA, Un.	Roanoke
Schlosser, Marjorie	LA, So.	Merna
Schlosser, Rose	LA, Sr.	Merna
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Schoon, Eloise	M, Sr.	Troy
Schreiber, Norman	M, Un.	Normal
Schroeder, June	LA, So.	W. Palm Beach, Fla.
Schultz, Caroline	LA, Jr.	Bloomington
Schultz, Marilyn	M, Un.	Chenoa
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Sheldon, Ruth	M, Un.	Bloomington
Sheller, Natalie	LA, So.	Illiopolis
Shields, Wanda	M, Jr.	Foosland
Shores, Harriett	M, Sr.	Arcola
Short, Dorothy Jean	M, Un.	Dwight
Sieveking, Janet	LA, S.S.	Normal
Sigler, Connie	LA, Fr.	LeRoy
Sinclair, Mrs. Duane	M, Un.	Bloomington
Sindlinger, Marilee	LA, Fr.	Gary, Ind.



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Snyder, Helen	M, Un.	Peoria
Southard, Carolyn	M, Fr.	Elgin
Spandet, Shirley	M, Fr.	Morris
Spencer, Phyllis	LA, Fr.	Carlinville
Stalter, Bernice	N.	Gridley
Stanberry, Henry	LA, Un.	Normal
Stevens, Frank	LA, Fr.	Sullivan
Steward, Joan	N.	Gridley
Stewart, Ruby	LA, Fr.	Sidell
Stiegelmeier, Patricia	LA, Un.	Bloomington
Stoker, Howard	LA, So.	Chicago
Stokes, Dorothy	M, So.	Gideon, Mo.
Stoutenborough, Betty Lou	LA, So.	Maroa
Straight, Joan	LA, So.	Bloomington
Stroud, Fred	LA, Fr.	Edwardsville
Stubblefield, Barbara	LA, S.S.	McLean
Stubblefield, Jack	LA, So.	Bloomington
Stubblefield, Rosemary	LA, So.	McLean
Surface, Darlene	LA, Fr.	Mason City
Sutter, Charlotte	LA, Sr.	Bloomington
Sutton, Vernon	LA, So.	Pekin
Suycott, Myrtle	M, Fr.	Danville
Swartz, Virginia	LA, Fr.	Streator
Swearingen, Gertrude	M, Sr.	Bradford
Taylor, Dorothy	M, Fr.	Watseka
Taylor, Richard	LA, Fr.	University City, Mo.
Thompson, Lois	N.	Lexington
Thompson, Mrs. Neola	M, Un.	Decatur
Thompson, Reeve R.	M, Un.	Oswego
Thuline, Rosalie	LA, Fr.	Altona
Thym, Adele	M, Grad.	St. Louis, Mo.
Todd, Thomas	LA, Fr.	Chicago
Tomlin, Horace	LA, Fr.	Griggsville
Toon, Josephine	LA, Un.	Bloomington
Tsuda, Merry Akiko	LA, So.	Rivers, Ariz.
Tully, Mary Beth	LA, Un.	Bloomington
Turner, Iris	M, Grad.	Port Arthur, Tex.
VanDeventer, William	LA, Fr.	LeRoy
Vawter, Wilma	N.	Cooksville
Vercler, Norman	M, Un.	Meadows
Vinson, Robert	M, Sr.	Paxton
Vyncke, Clarence	LA, Fr.	East Moline
Wadington, Wallace	LA, Sr.	Downers Grove
Wahls, Mary	LA, Fr.	Chenoa
Wakefield, Elva	M, So.	Pontiac, Mich.
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Walden, May Frances	N.	Adrian, Mich.

Walkey, Helen	LA, Fr.	Streator
Walters, Betty Lou	LA, Jr.	Piper City
Washburn, Patricia	LA, Fr.	New Berlin
Waterson, Bernadette	M, Sr.	Bloomington
Waterson, Charlene	LA, S.S.	Bloomington
Watson, Mary	LA, Fr.	Bloomington
Watterson, Kathleen	LA, Fr.	Strawn
Wayland, Lou Ann	LA, So.	Danville
Webb, William	M, Fr.	Lincoln
Weber, Ellen Anne	M, Fr.	Lincoln
Wegel, Hallie May	LA, Jr.	Bloomington
Weiler, Cora Jean	LA, So.	Ottawa
Welch, James	M, Jr.	Winchester
Wells, Betty Jane	LA, So.	Bloomington
Wenstrom, Helen	N, Un.	Bloomington
Wesner, Norma	M, S.S.	Palestine
Weston, LuElla	N.	Harbor Beach, Mich.
White, Jackie	LA, Fr.	Centralia
White, Robert D.	LA, So.	Deer Creek
Wilcox, Anna Jane	LA, Jr.	McLean
Williams, Mrs. E. C.	M, Un.	Downs
Williams, Marjorie	LA, Jr.	Chicago
Williams, Mary Lee	M, Un.	Equality
Williams, Roma M.	LA, Jr.	Kankakee
Wills, Roberta	LA, So.	Bloomington
Windmoeller, Armand	M, Grad.	Webster Groves, Mo.
Winland, Mildred	LA, Fr.	Catlin
Winn, Jim	M, Un.	Tuscola
Winning, Virginia	LA, Sr.	Rossville
Winter, Louise	N.	Chebanse
Winter, Phyllis	N.	Sibley
Withey, Janet	M, Jr.	Springfield
Wittenbrink, Jane	N, Un.	Chester
Witty, Isaac	LA, Fr.	Pleasant Plains
Woods, Ruth Ann	LA, Fr.	Bloomington
Workman, Mary	LA, So.	Tremont
Worner, Imogene	LA, So.	Green Valley
Woznicki, Emily	LA, Fr.	Evanston
Wright, Alice	LA, Fr.	Bloomington

Yoder, Helen . . . . . N. . . . . Saunemin

Zick, Helen . . . . . LA, So. . . . . Thawville

# SUMMARY OF ENROLLMENT

## *Graduates, Class of 1944*

	<i>Men</i>	<i>Women</i>	<i>Total</i>
College of Liberal Arts.....	21	28	49
School of Music.....	3	17	20
	<hr/> 24	<hr/> 45	<hr/> 69

## *Fall and Winter Quarters, 1944-1945*

### *College of Liberal Arts*

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Seniors .....	6	34	40
Juniors .....	2	25	27
Sophomores .....	15	42	57
Freshmen .....	59	96	155
Unclassified .....	1	3	4

Total, College of Liberal Arts.....	83	200	283
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### *Nursing Program*

Junior Candidates for B.S. Degree.....	2	2
Freshman Candidates for Diplomas.....	54	54

Total, Nursing Program.....	56	56
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### *School of Music*

Graduate Students .....	7	12	19
Seniors .....	2	17	19
Juniors .....	3	11	14
Sophomores .....	2	19	21
Freshmen .....	16	29	45
Unclassified .....	13	33	46

* Total, School of Music.....	43	121	164
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Total, Fall and Winter Quarters, 1944-1945 .....	126	377	503
(Names counted only once)			

## *Summer Session, 1944*

	<i>Men</i>	<i>Women</i>	<i>Total</i>
College of Liberal Arts.....	25	45	70
Nursing Program .....		13	13
School of Music.....	26	88	114

Total Number in Summer Session.....	51	146	197
Less students also enrolled in academic year	32	90	122

Students in Summer Session only.....	19	56	75
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Grand Total, 1944-1945.....	145	433	578
(Names counted only once)			

\* Degree students only.

# OFFICERS OF ALUMNI ASSOCIATION

1944-1945

Justin Alikonis, '38.....	President
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Maury D. Powell, '08.....	Second Vice President
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Mrs. Frank Vincent (Florence Colyer),  
'18, Secretary

### STREATOR

Velta Irick, '30, President

### WASHINGTON, D. C.

Martha Jane Brown, '38, President



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## FORM OF BEQUEST

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Illinois Wesleyan University is dependent upon the continued interest and support of its many friends. To make the institution a beneficiary in their wills, they are requested to use the following form of bequest:

I give and bequeath the sum of \_\_\_\_\_ dollars (or designated property or portion of estate) to Illinois Wesleyan University, of Bloomington, Illinois, the principal and income, or either of them, to be used as its Board of Trustees shall determine.



